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—Harold M. Lambert

April, 1943

Volume XXIX Number 4

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SCHOOL and **COMMUNITY**

Official Organ of the Missouri State Teachers Association

INKS FRANKLIN

Editor

EVERETT KEITH
Executive Secretary

Vol. XXIX

No. 4

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BOYHOOD OF RALEIGH

by
Millais



ALL ARE FAMILIAR with the life of Sir Walter Raleigh and especially with the part he played in the earliest settlement of North America by the English. Sir John Everett Millais, the famous English historical painter gives us, in his subject "Boyhood of Raleigh," an inspiring suggestion of what may have turned the thoughts of the boy toward a career of romance and adventure.

This painting is rendered with sincerity and dignity. The grouping of figures is compact, contributing in their attitude to the intensity of feeling which should prevail the scene. A feeling of the sea and of the untold possibilities for adventure which it holds is felt immediately when we first examine the picture. The drawing of the figures is excellent; the color brilliant. No one can fail to enjoy this characteristic English painting of the period.

Orders for this material and all other supplementary material for carrying out the work of the Courses of Study should be sent to

Missouri State Teachers Association
Everett Keith, Secretary
Columbia, Missouri

Send for our P. R. C. order blank.

THE VICTORY HOUR

High school principals and teachers who have not already done so may be interested in having their students tune in on the Victory Hour, a Nationwide Office of War Information radio program addressed to the high school students of the United States every Tuesday afternoon from 1:30 to 2:00 P. M. over the Blue Network.

The Educational Services Division of the Office of War Information will welcome examples of especially effective or unique war work on the part of any high school.

News notes concerning such outstanding work and suggestions for Victory Hour program content should be addressed to: Educational Services Division, Office of War Information, Temporary Building "V", Washington, D. C.

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Legislative Developments as of March 31

Bills Approved by Governor

House Bill No. 56, has been signed by the Governor and will become effective ninety days after the Legislature adjourns. The law provides \$1,000 building aid for each rural school abandoned when two or more schools unite, if the plan has the written approval of the State Superintendent of Schools and the County Superintendent of Schools.

House Bill No. 94, has been signed by the Governor and will become effective ninety days after the Legislature adjourns. The law provides that the county superintendent shall have completed at least 120 semester hours of college work, including at least fifteen hours in the field of education, not less than five of which shall be in school supervision and administration. The bill does not apply to those holding the office when the law becomes effective and obviously it will not be in effect for the election on April 6.

Status of Bills

House Bill No. 54, providing for teachers and other school employees retirement system in St. Joseph, has been returned to the House for approval of minor amendments.

House Bill No. 63, providing for a continuing contract for teachers, is on the Senate Calendar for final passage.

The bill now provides that boards of education shall notify teachers by April 15, as to whether they are to be retained for the following year. If notification is not made, the teacher is automatically employed. The bill would make more business-like the relationship between teachers and boards of education. In short, it would have many desirable effects which may not have occurred to you. For example, it would mean that in six director school districts it would take four members of the board to fire rather than to rehire teachers or administrators. Its passage would eliminate the tying of boards on the selection of teaching personnel. It is a truly desirable piece of legislation from

the standpoint of teacher welfare and school efficiency.

House Bill No. 116, referring to the employment of a business manager for cities having a population of not less than 35,000 nor more than 50,000 inhabitants, is on the Senate Calendar for third reading and final passage.

House Bill No. 173, appropriating money from the State revenue fund for public schools was perfected in the House by an overwhelming voice vote.

The bill as originally introduced provided for 30%. The House Appropriations Committee amended it to read 33 1/3% and recommended that it do pass. It is the understanding that the vote of the Appropriations Committee on the amendment was 22 to 16.

C.S.H.B. No. 176, applying only to Jackson County and relating to the taxation of certain public utility and common carrier companies, is still on the House Calendar for perfection.

It changes the method of calculating their tax rate for school purposes. The true tax rate for the county would be paid instead of an average of tax rates.

The result would be a payment of taxes more nearly in keeping with taxes paid on real estate and personal property.

The bill has merit. Active support is required for its passage.

House Bill No. 178, providing for teachers and other school employees retirement system in Kansas City, is on the Senate Calendar for final passage.

C.S.H.B. No. 179, applying only to Jackson County and relating to the taxation of street car companies, changes the method of calculating their tax rate for school purposes. The effect would be to increase taxes paid. It is on the House Calendar for perfection.

House Bill No. 206, providing needed changes in the handling of the different school funds of a local school district, is on the Senate Calendar for final passage.

House Bill No. 212, repealing the income tax law, was killed by the House Committee on Taxation and Revenue.

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House Bill No. 234, providing for an audit of each public school district by the State Auditor, is still in the House Committee on Municipal Corporations.

House Bill No. 236, making it possible for cities having a population of less than 25,000 to levy a tax for establishment and maintenance of a free public library, has been passed by the House.

House Bill No. 238, authorizing the State Superintendent to set standards for rural schools, was killed by the House on final passage.

House Bill No. 250, authorizing the creation of an Educational Survey Commission, is on the Informal Calendar of the House for perfection.

House Bill No. 302, making it possible for St. Louis County to vote an additional dollar for school purposes in accordance with the Constitutional Amendment adopted last November, is on the Senate Calendar for second reading.

House Bill No. 311, providing for teachers and other school employees retirement system in St. Louis City, is on the House Calendar for final passage.

House Bill No. 358, providing for a County Superintendent of Public Welfare in counties having a population of not more than 50,000 inhabitants, has gone to the Senate.

House Bill No. 373, providing for permanent tenure for the teachers and principals of St. Louis City, is on the House Calendar for final passage.

Senate Bill No. 13, providing safeguards for the investment of county school funds and the capital of township funds, has gone to the House but has not yet been referred to Committee.

Joint and Concurrent Resolution No. 5, proposing to liquidate the county school fund, was killed by the House Committee on Constitutional Amendments.

New Bills Introduced

House Bill No. 394, introduced by Representative Hickman of Phelps County, increases the maximum annual amount which may be paid to the Secretary and the Treasurer of school districts having from 5,000 to 25,000 inhabitants to \$480 and \$100, respectively.

House Bill No. 408, appropriates money for the biennium for the State Department of Education.

House Bill No. 417, appropriates money for the biennium for the State Teachers Colleges and the University of Missouri.

House Bill No. 422, introduced by Representative Keating and others from Jackson County, relates to depositories of school funds and applies only to Kansas City and St. Joseph.

House Bill No. 427, introduced by Representative Keating and others from Jackson County, increases the teacher quota from \$100 to \$375 per teacher receiving an annual salary of \$1000 or more.

House Bill No. 431, introduced by Representative Keating of Jackson County and Hickman of Phelps County, provides for the conferring of degrees by the public higher institutions of the State to those inducted into the armed forces subsequent to December 6, 1941.

House Bill No. 433, introduced by Representative Hickman of Phelps County and Irvine of Audrain County, provides that persons who serve in World War II shall not be required to pay tuition fees in State supported schools.

House Bill No. 439, introduced by Representative Whinrey of Lawrence County and others, requires the keeping of a complete transcript of credits in every high school and the filing of such credits in the office of the County Superintendent of Schools in cities having less than 2500 inhabitants.

House Bill No. 450, introduced by Representative Ridenhour of Osage County and Whinrey of Lawrence County, provides that when general war conditions substantially affect the school resident attendance for an extended period of any school year, the distribution of school moneys shall be made on the basis of the school year next preceding such condition.

House Bill No. 454, introduced by Representative Munger of Stoddard County, is his third attempt to reduce the salaries of county superintendents. His two previous attempts were blocked by the House Committee on Education.

Senate Bill No. 46, introduced by Senator Kinney of St. Louis City, permits the investment of public funds, including school funds, in United States Government securities.

Regulations Dealing With Acceleration in High Schools

THE STATE DEPARTMENT of education in accordance with the recommendations of the Conference Committee on Acceleration would like to recommend the following suggested standards:

A. No student shall be recommended for college entrance under this plan unless the best available evidence clearly indicates that the interest of this student and the interests of the Nation will be more effectively served by such acceleration than by a similar period in secondary schools.

B. The admission of these students to the program must have the official approval of their respective high school executives. The State Department recommends that it shall be regarded as unethical for the representatives of any college or university to solicit high school students or interview their parents in connection with this program, unless such representatives have first secured the approval and consent of the high school executive concerned.

C. No high school student shall be recommended for college entrance unless he has completed at least seven semesters of high school attendance, beginning the second semester of the school year of 1942-43.

D. They must rank in the upper third of Missouri high school pupils on the standard test or tests of college aptitude, designated by the State Department of Education.

E. Generally speaking, they must be students who rank in the upper third of their high school groups in high school marks.

F. They shall furnish evidence of satisfactory physical condition and possess appropriate social maturity.

The State Department recommends that colleges and universities are not justified in accepting these students until they have established a plan which meets the following standards:

(1) A thorough-going program of guidance such as will insure individual orientation, and the careful study of the social, emotional and physical, as well as intellectual needs of these students.

(2) A definite educational plan adopting requirements, courses and instruction to the special needs of this group, and comprising a systematic effort to enrich and intensify both their training for the war effort and their education for citizenship throughout their college experience.

(3) Carefully supervised housing and recreational guidance for the students of this group who are not able to remain in their own homes.

The State Department recognizes the great importance of the high school diploma in relation to future opportunities and the problems involved in granting such recognition to accelerated pupils. This Department recommends that the high school diploma be granted to accelerated students when they have convincingly demonstrated, by the quality of their work in a higher institution, that their acceleration was fully justified.

The State Department recommends that a sound program of acceleration for gifted students, beginning with the first year of high school, be initiated in all high schools immediately—such a program to be distributed throughout the entire high school course.

The State Department desires to point out that such acceleration of students of marked superiority has long been permitted by the regulations of both the State Department and the North Central Association of Colleges and Secondary Schools which permit such students to carry work in excess of the normal load.

Colleges Express View on High School Acceleration

Published below is that part of the report of the Accrediting Committee of the American Association of Teachers Colleges which relates to high school acceleration. President, G. W. Diemer, Central Missouri State Teachers College, Warrensburg.

was chairman of this committee which made its report before the Executive Committee of the Association at the annual meeting held in Cleveland in February.

High School Acceleration

The public teachers colleges of the United States are an integral part of the American public school system and must at all times serve two purposes only: (1) the highest good of the nation, and (2) the best interests of boys and girls. The much discussed questions as to the admission of high school seniors to college should be decided on these two fundamental issues and on no others. In other words, it is not a question of enrollments either in the high school or the college but rather: In the war emergency, is it to the interest of the nation that the boy be in college or that he be in high school?

The teachers colleges generally have proceeded in accordance with the above principles.

In any modification of admission require-

ments due to the war emergency the spirit and intent of Standard II—ADMISSION, SELECTION, GUIDANCE, AND PLACEMENT, as revised and approved in the mail vote of the membership and by the Executive Committee at the recent meeting in Cleveland should be followed. The second paragraph of this standard reads as follows:

"The minimum requirements for admission to a teachers college accredited by this Association shall be (1) graduation from an approved high school or the equivalent; and (2) submission of high school transcript with complete record of courses and marks for at least the last three years of the work in the high school. It is considered desirable that applicants for admission present on a form provided by the college a certificate of physical condition by a qualified physician and that data be secured concerning the activities and personal qualities that make the applicant a promising recruit for teaching."

AGAIN—THE TEACHERS

Monday they go back to teaching the little boys and the little girls various ramifications of the ABCs. But for four days past they have been teaching the rest of us some of the elementals of cheerful, efficient service in helping the war program along. The teachers should be proud of the fine compliments they are receiving for their handling of the latest complicated job of issuing ration books—Book of Doom No. 2. People often call The Star about their troubles, but the calls received by The Star this time, for the most part, have been in cheerful confirmation of the smooth dispatch with which lines of rather nervous citizens were passed through the schools, shorn of their honestly declared can coupons and sent with a smile into a dreary world of fresh vegetables and raw potatoes.

Who first thought of having the teachers handle these things? Whoever it was deserves a "V." For, of all our groups of workers, none comes so close to the people in their daily lives, knows more about the neighborhood families, their roots and branches, or has a better disciplined sympathy for the laborious mental processes of mankind. One would have to look far, indeed, to find a group of public servants more keenly aware of the obligations of citizenship or more ready to discharge them.

In those early, hysterical days of the war, when harrassed authorities kept school buildings open twenty-four hours a day, it was the teachers who stood the lonely vigil. When ancient males of 45 to 65 were registered, the teachers guided their faltering hands through the intricacies of the questionnaires. When gasoline ration books first were issued, it was the kindly teacher—bless her heart—who was broadminded and understanding about "X" and "C" cards. Now they have taken us through Ration Books Nos. 1 and 2. If all of us are promoted, eventually, to Book No. 3, it will be the teachers who hand them out. And when Distinguished Service Crosses are issued, for gallantry on the home front, the first to wear them should be our teachers.

—The Evening Star
Washington, D. C.

Aviation in the Secondary School

THE INTEREST IN AVIATION in our school began a number of years ago when we began encouraging our students to build model planes. This, no doubt, has been a natural beginning for many of the schools today which are taking the lead in developing aviation on the secondary school level. The subject of aviation is self-motivating. I have yet to hear of a school having difficulty in getting students interested in aeronautics.

Slater is a small town of 3500 population, located in western Missouri, on the C. & A. railroad, about 100 miles east of Kansas City. Our enrollment in high school is 250 students. Physics has been one of our regular science courses. Three years ago, the interest in aviation began to grow so rapidly, that we felt that we should provide some means for it to develop under the supervision of some teacher in some department of our school. Naturally, the science department and the science teacher were given the responsibility of supervising some extra-curricular activities in this respect, such as model building.

Model Contest

In the spring a model contest was held. Activity was continued throughout the summer with those students interested. The next fall a half year course was worked out and offered to seniors. At mid-term there was such a growing demand for the course that it was repeated the second semester. Summer activity was again carried on under supervision.

The next fall a full-year course was introduced, meeting regularly every day and providing for shop-work one or two days a week. The shop class has built a Link-Trainer Demonstrator which has been helpful and interesting in class instruction and demonstration. They have also been cooperating with the Army and Navy model plane program. The students responded remarkably well to this program. Our community interest was aroused and stimulated by having students appear before various community organizations, such as the Travel Clubs, Rotary Club, and Commercial Club, and explain their

By D. D. BURR
Principal High School
Slater

work and demonstrate with their models some of the principles of aeronautics. This community interest has continued to grow along with the school interest.

This year we have offered a full unit course in Pre-Flight Aeronautics, one unit in Aviation Mathematics, and one in Shop Work. Out of our community interest developed a move to build a landing field to be used in conjunction with our training program in the school. The Aeronautics class realized some valuable experience here in helping to locate and lay-out a suitable field. The Mathematics class used the practical problems involved, such as total areas needed, areas of runways, grade level of the field, simple surveyor's calculations, etc.

Even the Vocational Agriculture class assisted with the running of the level, profile and grading of the landing field. We are fortunate, indeed, in having a local Aircraft industry in our town which adds to the immediate interest and needs for these facilities. We had had promised us a Trainer Plane to use in our school program, but since the "government freeze order" of privately owned planes our program has been interrupted somewhat, but it is hoped that some provision can be made for securing a Trainer Plane and that our program will develop even more rapidly in the next year than it has in the past one. We are planning to hold a State-wide Model Plane Contest in Slater this spring, May 30, and it is believed that the aeronautics class will benefit very materially from assisting with the contest.

"I AM AN AMERICAN"

President Roosevelt has designated May 16 as Citizenship Day. He urges educational authorities to carry on appropriate ceremonies and activities to mark the day set aside for those who become naturalized or attain the voting age of 21.

Chinese Students Teach Border Children What Toys Are, and How to Play

FREE CHINA'S COLLEGE students are taking childhood to many children of China who never before played with toys or with each other.

In some of the border regions of Free China, formerly cut off by mountain barriers and by lack of transportation from the rest of the country, life was little more than a struggle for survival. Babies were born, they were fed haphazardly, and they grew up as best they could. When the parents left to work in the fields by day, the children remained at home alone.

Since China's colleges were set up in exile in West China, the young women students have spent their vacations on rural projects. One of the most interesting of these has been the students' kindergartens for Chinese peasant children aged from two to four years old, in remote districts of China.

The students find many four-year olds still at the nursing stage. Many have never eaten green vegetables or had diets in any way balanced. Many rural children in isolated districts have never known toys, and those made by the students of rags, strings and wood have been a source of wonderment and joy for both children and their parents.

Through the children, the Chinese students have enticed the parents—usually illiterate tribespeople—to enroll in adult education classes of all types. Moonlight classes, held out-of-doors, make it possible for men and women who work by day in the fields to attend.

Among classes organized for the parents have been those in civic education, child care, health education and home economics. They also have been instructed how to start and cultivate vegetable gardens. Exhibitions are held of children's clothing, toys, types of sewing and seeds; and ever so often the students put on programs of plays and songs and folk dances.

One border-service team of students has introduced improvements in farming methods and land cultivation to farmers. Another group introduced scientific methods of goat and cattle care.

Chinese students taking part in this important rural service must overcome many personal privations and handicaps as they proceed with their work.

Before the war the majority of Chinese students came from the great commercial cities of Shanghai, Peking, Hongkong and from families with connections in Malaya or the East Indies. When those places fell into enemy hands, many private fortunes were wiped out, and many thousands of Chinese students are now destitute. Many students are now receiving small government assistance, and others have been helped by funds sent through United China Relief, now participating in the National War Fund. The rising cost of living in China has intensified the plight of the students.



How do you get out of these things?

Public Relations Committee

Plans Program

THE COMMITTEE FOR the Defense of Democracy Through Education, which is the Public Relations Committee of the Missouri State Teachers Association, met at the Teachers Building in Columbia, Saturday, March 20, to discuss plans for the continuation of projects which it has had under way for some time and also to formulate plans for the initiation of other needed projects.

Chairman of the committee, Dean Theo. W. H. Irion of the University of Missouri, outlined the new projects which include the responsibility for conducting the campaign here in Missouri to support S. 637, the new Federal Aid Bill.

The Public Relations Committee has been working continuously to keep education prominent in the public mind and to secure greater and more public support of education. Possibilities of developing higher student morale in the schools through the Victory Corps Program was pointed out in the committee meeting.

The new articulation plan between high schools and colleges was discussed and the possibilities for improved relations between educational institutions were emphasized.

The Public Relations Committee has done a dynamic piece of work in the last year and deserves the help and support of the entire teaching profession. The committee is so organized that it reaches into every county in this state. Every teacher should feel that it is necessary and essential to cooperate with the county committee member in any program of action initiated.

A list of the county representatives making up the committees of the congressional districts is given below.

FIRST CONGRESSIONAL DISTRICT

Chairman: S. M. Rissler, Trenton

Adair—W. E. Sears, Kirksville
Clark—Richard St. Clair, Kahoka
Davies—Wilber Williams, Jamesport
Grundy—Hugh K. Graham, Trenton
Knox—F. L. Green, Edina

Lewis—Mrs. Merle Bradshaw, Canton
Linn—J. E. Fuhrman, Brookfield
Livingston—Olin Teasley, Chillicothe
Macon—J. Delbert Dull, LaPlata
Marion—E. T. Miller, Hannibal
Mercer—C. H. Shaffner, Princeton
Putnam—P. R. Riggins, Unionville
Schuyler—G. V. Burnett, Downing
Scotland—G. E. Mullenax, Memphis
Shelby—D. D. Johnson, Shelbina
Sullivan—R. Glen Simpson, Milan

SECOND CONGRESSIONAL DISTRICT

Chairman: W. L. Adams, Carrollton

Benton—T. A. Reid, Warsaw
Boone—L. E. Zeigler, Columbia
Camden—Charles Schrimsher, Camdenton
Carroll—W. E. Moore, Norborne
Chariton—R. L. Terry, Keytesville
Cole—Wade C. Fowler, Jefferson City
Cooper—A. L. Crow, Boonville
Hickory—John Owens, Hermitage
Howard—J. L. Wells, Glasgow
Lafayette—Ben Butler, Higginsville
Miller—Glenn Leslie, Eldon
Monteau—E. S. Finley, California
Morgan—Lee T. Sims, Versailles
Randolph—M. F. Beach, Moberly
Saline—A. H. Bueker, Marshall

THIRD CONGRESSIONAL DISTRICT

Chairman: T. E. Dale, St. Joseph

Andrew—H. G. Puckett, Savannah
Atchison—Miss Blanche Templeton, Rock Port
Buchanan—Leonard Jones, St. Joseph
Caldwell—Earle S. Teegarden, Kingston
Clay—L. O. Little, North Kansas City
Clinton—C. Finis Frazier, Cameron
DeKalb—H. C. Holt, Maysville
Gentry—A. A. Adams, Albany
Harrison—S. W. Skelton, New Hampton
Holt—G. Frank Smith, Oregon
Nodaway—H. S. Thomas, Maryville
Platte—J. E. Herndon, Platte City
Ray—Price Collier, Richmond
Worth—Don Gibson, Sheridan

FOURTH AND FIFTH CONGRESSIONAL DISTRICTS

Co-Chairmen: Miss Grace Riggs and Shepherd Leffler, Kansas City, Jackson County

John P. Dix, Kansas City
H. M. Clements, Independence
Miss Agnes E. Engel, Kansas City
Miss Mary Flahive, Kansas City
William E. Griffin, Kansas City
Archie G. Lane, Kansas City

Miss R.
Wiley
Guy V.
Miss M.
Miss L.
SIXTEEN

Barton—
Bates—
Cass—
Cedar—
Greene—
Henry—
Johnson—
Pettis—
Polk—
St. Clair—
Vernon—
SEVENTEEN

Barry—
Christian—
Dade—
Dallas—
Douglas—
Howell—
Jasper—
Lawren—
McDon—
Newton—
Ozark—
Stone—
Taney—
Webste—
Wright—

EIGHTEEN
Chair—
Carter—
Crawfo—
Dent—
Iron—C—
Jefferso—
Laclede—
Madiso—
Oregon—
Perry—
Phelps—
Pulaski—
Reynold—
Shanno—
St. Fran—
Ste. Ge—
Texas—
Washin—
Wayne—

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Audrain—
Callawa—
Franklin—
Gascon—
Maries—
Monroe—
Montgo—
Osage—
Pike—T—
Ralls—

Miss Rose McMasters, Kansas City
Wiley Poleson, Kansas City
Guy V. Price, Kansas City
Miss Mabel Trumbo, Kansas City
Miss Louise Zimmer, Kansas City

SIXTH CONGRESSIONAL DISTRICT
Chairman: Roi S. Wood, Butler

Barton—T. R. Windes, Lamar
Bates—L. J. Wasson, Adrian
Cass—D. W. McEowen, Harrisonville
Cedar—George McConnell, Stockton
Greene—J. N. Quarles, Ash Grove
Henry—Roy W. Nolte, Clinton
Johnson—J. S. Maxwell, Warrensburg
Pettis—Roy Freund, Houstonia
Polk—Ray Wood, Bolivar
St. Clair—P. F. Gates, Osceola
Vernon—Jerry Vineyard, Nevada

SEVENTH CONGRESSIONAL DISTRICT
Chairman: C. W. Parker, Ava

Barry—E. E. Camp, Monett
Christian—Charles Boyd, Ozark
Dade—D. G. Robins, Lockwood
Dallas—Miss Anna Stearns, Buffalo
Douglas—Claude Hibbard, Ava
Howell—Kenneth Ogle, West Plains
Jasper—Mrs. Bertha H. Reed, Carthage
Lawrence—Fred Wheeler, Mount Vernon
McDonald—Alton Carnell, Pineville
Newton—R. W. Anderson, Neosho
Ozark—Leonard Ebrite, Dora
Stone—Morgan Selvidge, Crane
Taney—Ralph McPherson, Forsyth
Webster—Ellis Jackson, Marshfield
Wright—Mrs. Essa Findley, Hartville

EIGHTH CONGRESSIONAL DISTRICT
Chairman: George D. Englehart, Leadwood

Carter—A. W. Wright, Van Buren
Crawford—J. H. Brand, Steelville
Dent—Glenn C. Smith, Salem
Iron—C. E. Brewer, Ironton
Jefferson—E. A. Sparling, Crystal City
Laclede—Miles A. Elliff, Lebanon
Madison—Frank Heagerty, Fredericktown
Oregon—C. E. Pepmiller, Thayer
Perry—V. L. Lohmann, Perryville
Helps—B. P. Lewis, Rolla
Pulaski—H. C. Kilburn, Dixon
Reynolds—Oscar Schupp, Ellington
Shannon—Ray Dowler, Birch Tree
St. Francois—W. A. Deneke, Flat River
Ste. Genevieve—H. L. Jackson, Ste. Genevieve
Texas—F. B. Slobetz, Cabool
Washington—Kelly Dunsmore, Potosi
Wayne—John H. Bailey, Piedmont

NINTH CONGRESSIONAL DISTRICT
Chairman: Maynard Pettigrew, Troy

Audrain—L. B. Hawthorne, Mexico
Callaway—Wendell L. Evans, Fulton
Franklin—O. E. Burke, Union
Gasconade—C. E. Vaughan, Hermann
Maries—E. R. LeFevre, Vienna
Monroe—P. J. Day, Paris
Montgomery—Marvin Shelton, Jonesburg
Osage—Baker Brattstrom, Linn
Pike—T. L. Noel, Louisiana
Ralls—E. J. Scott, New London

St. Charles—Stephen Blackhurst, St. Charles
Warren—Eli F. Mittler, Warrenton

TENTH CONGRESSIONAL DISTRICT
Chairman: W. W. Parker, Cape Girardeau

Bollinger—Ora Tallent, Marble Hill
Butler—George R. Loughead, Poplar Bluff
Cape Girardeau—Louis Schultz, Cape Girardeau
Dunklin—Oscar Pierce, Kennett
Mississippi—Abner Beck, Charleston
New Madrid—Milus R. Davis, Lilbourn
Pemiscot—Harold S. Jones, Caruthersville
Ripley—E. T. Foard, Doniphan
Scott—R. A. Harper, Sikeston
Stoddard—Marcus Grant, Bloomfield

JOINT COMMITTEE OF ELEVENTH, TWELFTH, AND THIRTEENTH CONGRESSIONAL DISTRICTS—CITY OF ST. LOUIS AND ST. LOUIS COUNTY

Chairmen: District 11, H. H. Mecker, St. Louis
District 12, R. G. Russell, Clayton
District 13, Stanley Hill, St. Louis

Robert L. Baker
Miss Katherine Burnett
Miss Amy Childs
Miss Marie Ernst
Miss Irma Kroenlein
Miss Helen C. Murphy
Miss Mattie B. Murphy
C. E. Stephens
John D. Whitney
Miss Mary B. Womack
Miss Ruth Harris
John H. Purnell

AFPI ISSUES FOREST PRODUCTS CHART AND NEW TREE-GROWING MAP

The Public Relations Department of American Forest Products Industries, Inc., 1319 Eighteenth St., N. W., Washington, D. C., has just added two new types of pictorial information to its Bibliography of educational materials dealing with the forests and the forest harvest.

The first is a forest products chart, Products of American Forests, which breaks into classified form several hundred forest harvest derivatives. Printed in three colors, the 25x30" wall chart segregates forest products into four main classifications: Products derived from sawlogs, wood chemistry, veneer processes, and miscellaneous, the latter including naval stores. The second is a new 28x34" 5-color tree-growing map of American forest resources, Where We Grow Our Trees.

Copies for local distribution and plant use may be obtained free of charge.

These two posters are the latest additions to a growing series of visual material for use on classroom and industry bulletin boards. They have been preceded in the series by eight school-and-industry posters (in color) which were printed in two sets of four posters each. In each set one poster was devoted to wood in war and three to good forest management as practiced by the forest industries.

Shall Missouri Handicap Her Children?

SCHOOL TEACHERS have many responsibilities. Among them are these:

(1) To inspire, to counsel, and to instruct effectively all children whose destinies are temporarily in their care,

(2) To give as freely as possible of their time to community and to war service,

(3) To increase through careful reading their own understanding of the problems with which ultimately all of us will be concerned, and

(4) To protect the welfare of the children in school now and those who will be in school later by placing in the hands of parents, organizations interested in child welfare, newspapers, and legislators accurate information concerning the work and the needs of the schools.

With reference to the fourth responsibility, it will be well to remember these facts:

Education Is a State and National Function

Education is primarily a state and a national function rather than a local function. The constitution of Missouri recognizes the State's responsibility by directing the General Assembly to establish and *maintain* free public schools. The Congress of the United States has for many years recognized the fact that education is also a national function by appropriating money to be used for educational purposes within the several states. Children educated in one part of Missouri frequently move from the districts that paid for their education and use this training later in developing the civic and economic resources of other cities in Missouri and in other states. Neglected children from one part of Missouri often move elsewhere and become the problem people of another part of this state and other states.

The children of Missouri are her greatest asset. Boys and girls attending public schools comprise approximately one-fifth of the state's population.

Less Money for Operating Expenses

For the school year 1930-1931 the public schools received \$47,421,690, including \$42,257,338 from local taxes and \$5,164,357 from the regular state apportionment.

By C. J. BURGER
Superintendent
Washington

In 1941-1942 the schools received \$51,216,838 including \$34,871,013 from local taxes and \$16,345,825 from state funds. Casually considered, the total for 1941-1942 appears to be an increase of \$3,795,148 or a gain of about eight per cent. Included in the 1941-1942 total, however, is \$2,255,092 for tuition of non-resident pupils and \$1,939,955 for transportation aids. Neither of these two beneficial services was available in 1930-1931 and, consequently, when the cost of these activities amounting to \$4,195,047 are deducted, the schools of Missouri, instead of having a "huge increase," had actually \$399,899 less for operating expenses in 1941-1942 than they had in the depression year of 1930-1931!

Salaries Less Than in 1930-1931

Missouri paid 26,266 teachers in 1940-1941 \$31,985,029, which is slightly less than the \$31,993,327 her 25,242 teachers received in 1930-1931. Total salaries almost one half a million dollars less than those paid in 1940-1941 were paid in 1941-1942. The average annual salary of all teachers, including administrators and vocational specialists, dropped from \$1267 in 1930-1931 to \$1218 in 1940-1941 and to \$1202 in 1941-1942. This average salary of \$1202 is less than the starting salaries that many high school graduates, without any college training, receive in other fields. Qualified teachers are required to invest sufficient funds to pay for two, three, or four years of college training before beginning work.

Annual Salaries of Rural Teachers \$648

With living costs up twenty to twenty-five per cent in less than two years, the economic situation of many teachers is becoming intolerable. Last year the average annual salary of all Missouri's rural teachers was only \$646 or \$54 on the monthly basis. Some Missouri teachers receive less than \$30 a month. Such salaries as these do not provide teachers with sufficient financial resources to secure the profes-

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sional training necessary to do their work well.

Loss of Efficiency Due to Turn-over

The low salaries of teachers is causing a huge turn-over in employment and a consequent loss of efficiency in Missouri schools. Last year 8,135 out of 26,195 teachers were teaching for the first time in their present positions. Many instructors were forced out of the profession entirely because their salaries as teachers were \$800 to \$1,000 less than the incomes they received when they changed to industry.

High School Districts Helpless

One-half the people of Missouri live in towns of 3,000 population or more. That the taxpayers in these cities are bearing their full share of the load and should not be required to assume a greater part of the state's responsibility for the proper education of all her children is indicated by the fact that the average levy voted for operating expenses, building costs, and sinking funds is already \$1.50 on the \$100 valuation. Many districts with populations of less than 3,000 likewise have levies of \$1.50 or more. Hundreds of Missouri city and rural school districts are voting the maximum permitted by law and will be helpless to meet the situation that will arise from a reduction of the state school funds.

Large Increase in High School Enrollment

Last year the enrollment of boys and girls in Missouri high schools reached 193,138. In 1940 high school enrollments in a number of towns and cities showed gains of more than 100 per cent over enrollments in these same towns and cities in 1930. This increase is about seven or eight times the population gains in these towns during the same ten year period. While such heavy increases as these have not occurred in all districts, the increase in the total number of high school pupils enrolled during the 1930-40 decade has been large and has consequently caused increased demands upon the schools.

Fair Play for All Children

Fair play requires that all children in Missouri should have equal educational opportunities in so far as the state can provide them. Some districts have many times the ability to pay for the cost of education than others. The poorest districts require the highest tax levies in order to

keep their schools open. Prior to the passage of the 1931 school law, many schools with meager facilities and low operating costs could not keep their school open for as long as six months each year.

Transportation Plan Economically Sound

While the state is now spending about \$2,000,000 a year for the transportation of children from two to fifty miles daily to public and parochial high schools, this cost is far less than the cost of establishing and maintaining additional high schools located within walking distance of the pupils. Without transportation thousands of Missouri boys and girls would in effect be denied the right to the education the constitution directs the General Assembly to provide. With a greater number of pupils enrolled in each high school, a greater variety of courses adapted to individual needs can be provided.

Missouri Is Able to Educate Her Children

Missouri ranks tenth in population, twenty-second in average income per person, but thirty-ninth in the per cent of income spent for schools. It is evident that Missouri does not need to penalize her children by a reduction of the funds set aside for their education.

No Time to Break Precedent

With schools already handicapped by increased costs of educational supplies and fuel, with increased demands for additional courses growing out of war needs, with boards of education finding it almost impossible to obtain trained specialists for numerous vacancies, and with a drastic cut in salaries already in effect as a result of the rapidly mounting cost of living, the necessity of holding the allotment of state school funds at the customary level of one-third of the general revenue should be readily apparent to everyone interested in the welfare of Missouri's children. We believe the members of the General Assembly will weigh the needs of the schools in the present crisis and vote against breaking a precedent of fifty-six years standing. We are certain that a raid on the school funds will not occur if every teacher, every school board, and every civic organization make the effort necessary to find out the needs of their local schools and then transmit this information to members of the General Assembly and to the Governor of Missouri.

The Elimination of the Grade Standard

M R. G. R. JOHNSON, in his article "A Backward Boy and The Grade Standard" in the January, 1943 "School and Community," issues a challenge for the elimination of grade classifications. We have been trying for three years in the Wellston elementary schools to work on such an administrative basis.

The underlying philosophy is that we want each boy and girl to grow and develop in all phases of his life just as rapidly as possible within the limits of his capacities and abilities. We came to the conclusion that the greatest handicap to this provision for the growing needs of the individual child was the grade classification system. We set about to reorganize our elementary school in such a way that the individual needs could be met and a school environment could be maintained that would give the maximum opportunity for individual growth.

Basis for Grouping

Our elementary schools are organized to provide seven years of school experience, one of which is at kindergarten level. For the purpose of illustration, we will consider one building that has seven teaching units in it to provide for the children six to twelve years old. In our administrative planning we take the total number of children and assign them to one of the seven teachers. A number of factors are carefully evaluated about each child in making the placements. These include social and emotional maturity; physical (health) efficiency; mental ages; ratings on standardized achievement tests; subjective teacher judgment on mentality ability; subject matter achievement; work habits; home environment; and other factors that might affect the growth and development pattern. With the evaluation of these factors, we attempt to put the child in a given room with a group of children whose needs are most similar to his, and with a teacher who has the greatest potentialities for meeting the needs of the group.

Perhaps the primary consideration in

By SIMEON A. CHRISTIAN
*Elementary Supervisor
Wellston Public Schools*

grouping is the social and emotional needs of the child. This is carefully balanced with a definite feeling that the instructional range in each group should be as narrow as possible. The teacher is to provide instruction at the various levels that are necessary to meet the developmental needs of her children, in a social situation that is satisfactory for all of the children. We attempt to keep the range within the level of three instructional groups in the skill subjects of reading and arithmetic. In meeting the social and emotional needs, it is necessary to overlap the instructional levels, but this allows for a flexibility that meets the needs of the children. We shift the children from one group to another if we feel it is necessary for their maximum growth. Of course, these changes are based on a careful analysis of the factors listed previously, and a study of new group situations into which the child will be placed.

Grade Placement Abolished

We are constantly explaining to the children and parents that they are not in any grade. They are in Miss X's room where they can grow and develop and learn just as rapidly as it is possible for them to do so. We call each group by its teacher's name. We attempt to make interpretations to the parents on the level of achievements their children have reached and the rate of their progress, with a constant emphasis on the fact that their child's growth is a continuous process which cannot be hurried, and that we must work within the limits of the child's speed, stamina and ability. Such explanations call for a thorough knowledge and study of the child. We are often forced, in order to help the parents understand, to make interpretations in terms of grade standards. We base these evaluations on standardized achievement test results, and teacher judgments

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which are aided by the gradations of our more modern textbooks. This step is a last resort, and we have found that by emphasizing the progress of the child, we are able to help the parents accept and understand the lack of a grade placement. The word grade does not appear on any reports or records that are sent home to the parents.

This organization allows the child to acquire the fundamental skills and knowledges at a rate that is in accord with his mental capacity and general ability to proceed. We attempt to teach at his level of mental growth and in an environment that is on his level of social and emotional maturity. Most children will go through the six years of experience at a normal rate. However, there will be a few that will need to spend a longer period of time. We are constantly making interpretation to the slower children and their parents, that they are making progress, are not failing, but that their rate is slower and that it will take longer for them to get through the developmental experiences that are provided in our elementary school. We are not accelerating the program for the children who learn more rapidly, but are attempting to provide for a horizontal enrichment of the development process. We do not make promotions. The thought is stressed, at the end of the year, that the child will continue from where it is in its development under the direction of the same or another teacher. We do rather extensive planning in the spring, after our data are collected, for the fall placements and organization.

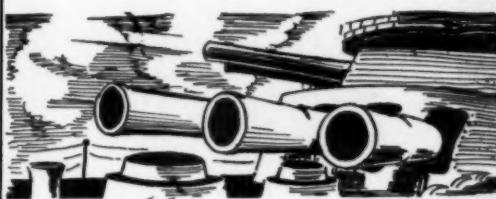
We had been using opportunity rooms for our seriously retarded pupils, but after two years of intensive work with this plan, we have been able to meet the educational needs of the children and have eliminated them. We established a special instruction situation for the less mature kindergarten children so they could have an extended period for social maturity and readiness activities before they entered into the more formal reading program. This is being done to relieve the instructional problems of the first year teacher and also with the hope that a great many retardation problems may be eliminated by allowing these less mature children time to progress at their own rate.

We have not attempted to evaluate this program on an objective basis. However, from a subjective point of view, certain results are apparent. The children seem to be happily adjusted and stimulated by the emphasis that is placed on their individual progress. There are no emotional strains due to over-ageness or retardation. Delinquency from school scarcely exists, and in the few cases that do occur, there are many evidences that we are unable to meet the child's developmental needs. The results of the standardized tests show that the children are making progress in the acquisition of the fundamental skills and knowledge. The social and emotional patterns show increasing signs of maturity. Most of the parents have accepted our interpretations and are quite happy that we are taking such an interest in the developmental needs of their children.

We feel that this plan is flexible and that, from an administrative point of view, we are in a better position to meet the developmental needs of the children.

FREE—SOUND FILM

Your Association presents the sound movie—Backing Up the Guns!



Gives the parents an opportunity to see the schools in wartime action.

Available in 16mm. or 35mm. size.

Missouri State Teachers Association
Columbia, Missouri

Scrap Book Winners

FOllowing the awarding of the "Liberty Brick" by Governor Forrest C. Donnell to the schools of Missouri at a colorful ceremony Saturday, March 13, in the Rotunda of the State Capitol at Jefferson City, Dan M. Nee, State Administrator of the War Savings Staff, stated that the schools had crowned themselves with additional glory by selling \$795,180.06 worth of War Bonds and Stamps during the month of February. State Superintendent of Schools, Roy Scantlin, accepted the "Liberty Brick" as a representative of the schools of Missouri. Governor Donnell also presented a Distinguished Service Award from the United States Treasury Department to each of the 24 schools who submitted

winning Scrap Books in the Schools at War Program.

Hugh Williamson, Junior Deputy Administrator of the War Savings Staff, is now on a speaking tour to these 24 schools, displaying the "Liberty Brick" to students and school patrons. Upon completion of the tour the "Liberty Brick" will be placed on permanent display in the State Historical Museum at Jefferson City. Four hundred and five schools submitted elaborate Scrap Books depicting their war activities.

Schools of the state were divided into four divisions, with six winners allotted to each division. These schools were as follows:

Winners in Scrap Book Campaign

Rural Schools: 1st. Grandview School, Springfield; 2nd. Pleasant View School, Mt. Vernon; 3rd. Brown School, Diamond; 4th. Gunn City School, Gunn City; 5th. Oak Hill School, New London; 6th. Taos School, Jefferson City.

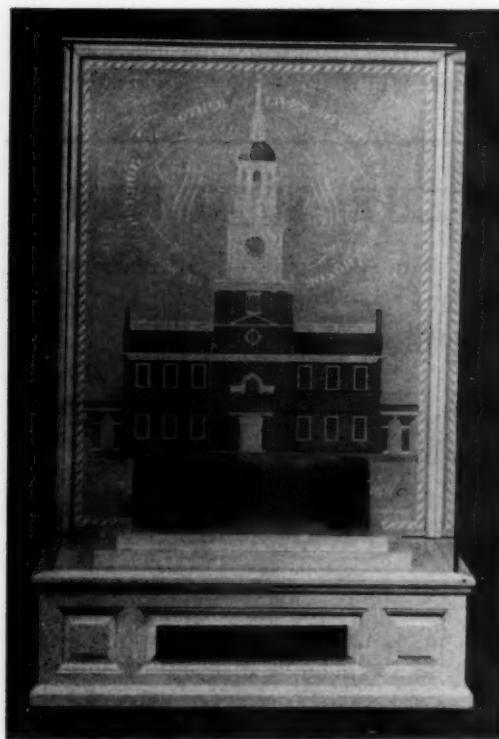
Grade Elementary Schools: 1st. Cole Camp School, Cole Camp; 2nd. Park School, Marceline; 3rd. Central School, Marceline; 4th. Central School, Trenton; 5th. Rose Fanning School, St. Louis; 6th. Kennard School, St. Louis.

High Schools: 1st. Paseo High School, Kansas City; 2nd. Hadley Technical High School, St. Louis; 3rd. Trenton High School, Trenton; 4th. Nevada High School, Nevada; 5th. Beaumont High School, St. Louis; 6th. Warrensburg High School, Warrensburg.

Parochial Schools: 1st. St. Peter's High School, Jefferson City; 2nd. Ste. Genevieve Parochial, Ste. Genevieve; 3rd. Valle High School, Ste. Genevieve; 4th. Notre Dame High School, St. Louis; 5th. St. Elizabeth School, St. Louis; 6th. Immaculate Conception, Jefferson City.

Twenty-four other schools received honorable mention and all schools that submitted Scrap Books will receive a Service Award Certificate for their efforts in submitting Scrap Books.

The \$795,180.06 reported for February is sufficient to buy one medium bomber, two pursuit planes and 500 jeeps, a definite



The brick enclosed in the glass case was taken from one of the walls in Independence Hall in Philadelphia, Pa. It was manufactured in England. "The Liberty Brick" will be placed on permanent display in the Historical Museum at the State Capitol in Jefferson City.

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contribution to the all-out war effort. Missouri schools were given a quota of 240 jeeps out of 10,000 for the nation.

After commenting on the fine record the schools made in selling War Bonds and Stamps, T. Wayne Garrison of the War Savings Staff in charge of education, pointed out that \$1 out of every \$16 invested in Series E War Bonds and Stamps in Missouri in February came from the schools. He has set one million dollars as the schools' goal in May.

Vacation Program!

Sales of War Bonds and Stamps in the schools has reached very large proportions and if these sales are discontinued during vacation the war savings program will suffer a serious loss. For this reason, the students and teachers must continue buying and keeping a record of all purchases of Stamps and Bonds so they may be reported at the opening of school next fall. Pledge cards will be mailed to all schools in the near future.

13 Billion War Fund!

For the April war loan drive the Victory Committee and the War Savings Staff will combine their efforts under the name of the United States Treasury War Finance Campaign Committee to promote the sale of thirteen billion dollars worth of War Bonds, Stamps and other government securities. The big "push" starts April 12 and will continue throughout the month. Missouri's quota will be approximately \$160,000,000 for this greatest of all financing campaigns which means that every man, woman and child will have to buy more and more Bonds and Stamps.

The United States Treasury War Finance Committee of Missouri is asking every school in the state to stage some public entertainment to increase the sale of War Bonds and Stamps in their community during April. Pie suppers, carnivals, school plays, public auctions, musical programs, and patriotic pageants should be sponsored for the week of April 19.



Scene at the ceremonies in Jefferson City when Governor Forrest C. Donnell presented the "Liberty Brick" to State Superintendent of Schools, Roy Scantlin, who accepted it in the name of the schools of Missouri. Standing left to right is T. Wayne Garrison, Deputy Administrator, War Savings Staff, in charge of education, Governor Donnell, Roy Scantlin, State Superintendent of Schools, and Hugh P. Williamson, Deputy Administrator, who made a short patriotic address. Students in the picture are from Hadley Technical High School in St. Louis.

Southwestern Music Educators' Conference*

*This Recapitulation Committee report was made at the close of the Music Educators' Conference in Oklahoma City, March 15, 1943. The membership of the committee making the report was as follows: Chairman—Arthur G. Harrell, Director of Music Education, Jefferson City, Mo.; Alan Watrous, Director of Music, Hutchinson, Kansas; A. W. Bleckschmidt, Central Missouri State Teachers College, Warrensburg; and Ruth Klepper Settle, Director of Vocal Music, Little Rock, Arkansas.

The discussions and activities of the Wartime Institute were classified for the purpose of this report under the following captions: War Savings, Victory Corps, Teacher Education, Church Music, and Re-emphasis for Wartime and a Projection into the Future.

War Savings

The central theme developing from these sessions was that through our school activities the child must have a growing realization and understanding of his part in the war effort, the development of initiative and thrift, the channelling of excess money to savings rather than spending, paying for the war as we go and the prevention of inflation. The song workshops had as their purpose a review of the elements of song leading and the development of the essentials to be stressed in teaching others to be song leaders. There are signs of a common readiness to join in singing today if the conditions are right and it is the purpose of the song workshop to analyze and make right the conditions. The seeming lack of singing unity and strength in this war as compared to World War I may be due to the fact that we are now used to being entertained rather than entertaining ourselves. We can, if we will, sing our way to a power of comradeship, faith, courage and service in the common cause that would go far beyond any that we have so far achieved.

Victory Corps

Education needs some instrumentality or some means of channelling between itself and the government. The local situation must always be adapted to the general objectives of the Victory Corps. Music serves its part in this program in the field of Special Services. Music will continue to aid in the war effort, mostly as it has been doing, but will have the added emphasis of national scope. The marching band is not sufficient substitute for the physical fitness program.

Teacher Education

We must realize that the average teacher is a classroom teacher and not a music specialist. Teachers coming from teacher-training institutions must be amenable to suggestions particularly in doing things differently from the way they were taught; they must be able to adjust to differences in classroom situations and different procedures than were found in their practice teaching situations; they must have developed some idea as to their responsibility to classroom pupils, principals and supervisors; they must be given every assistance with the philosophy and practices of the school system in which they are to teach; they must have much assistance from supervisors in the matters of materials and newer methods; sometimes the teachers who have served for a long time in a system are harder to adjust to new procedures and need more assistance than do new teachers; and supervisors will find that exchange of ideas and personal conferences will go far to remedy most situations. As a means of meeting the present teacher shortage the following procedures were suggested: arranging full courses so they can be given in a shorter time; eliminating some of the state requirements; encouraging private teachers to assume some of the public school duties; the use of married women who were once teachers; bringing

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back into service retired teachers; offering shorter courses in summer sessions to allow a greater coverage of subject matter fields; one teacher covering more than one school; and the use of recorded material to secure greater pupil coverage and teacher help. . . . General education will change materially because of the war and hence so will music education. Due to heavy taxes and other financial strains, the schools will need a stronger financial defense than ever. There will be need for a great emphasis on rural area build-up since the smaller places will be the first to feel curtailment. There must be an evaluation of the school music program by outside agencies at frequent intervals. Since the war contributes so much emphasis to band activities, there will need to be a decided emphasis placed on the string program to keep the music program in balance. There will be more women participating in instrumental music. There will need to be more effort to promote music among the masses and not so much selection. And since it is the foundation of all music study there must be a great emphasis placed on private and class piano study. . . . There must be a greater study and a more careful study than before placed on the proper setting of music in the curriculum, and on the role of the music teacher. Public opinion will determine the content and the placement of music, so it is very important that the public be enlightened. Because of lack of travel facilities there should be developed many home ensembles. It is the duty of teachers to inspire for purity, unity, culture and spiritual values of a democracy. Keep America singing and Americans will not have time to listen to subversive elements. Only as we keep culture and spiritual values alive may we expect to keep alive the forces of Freedom and Democracy.

Church Music

The public school music programs have usually gone far ahead of the church music programs, and it must be the duty of the music educator to help build up both the quality and content of the church music. Hymn sings and hymn festivals materially aid this purpose. Music teachers can offer extra credit or other incentives to high school students who sing in church groups. The movement to revise hymnals more often should be encouraged.

Re-emphasis and Projection

The ability of music educators to formulate a program and fight for it until it commands the respect of both the political and economic leaders will determine the survival of our part in the post-war program of education. We must visualize our programs as a *part of the whole program for the growth and development of American boys and girls* rather than just the growth of the music program. We must realize that music has a place in school because of the following factors: tradition, its contribution to the growth of the individual, its value to society, its capacity to be enjoyed, its carry-over into life outside of school. The economy motif has already begun to make its appearance. Music educators must make their programs with the idea of service in mind, must cooperate so wholeheartedly in all community activities, that by the time the war is over, the music programs will not be thought of as extra parts of education. They must be thought of as so much a part of living that public opinion will demand that they be kept alive. Our greatest failure in the past is in the field of public relations. The public will be a part of any planning that is done in the future in all phases of school activities.

WARRENSBURG ALUMNI ACTIVITIES

At a recent meeting of the Alumni Officers of the Central Missouri State Teachers College, policies and suggestions were formulated in connection with the organization of local Alumni groups over the State of Missouri and in cities where the number of graduates and former students would warrant organization. The officers who worked in the planning were Miss Emma Dim Gilliland, president, Kansas City; Dr. Wade Fowler, vice-president, Jefferson City; Mrs. Wesley Atkins, vice-president, Clinton; and Miss Elizabeth Daniel, secretary, Warrensburg.

The first club to organize as a part of the Alumni Association expansion program was in St. Louis on March 6. Thirty-three former students and graduates were in attendance. An election was held and Mr. R. R. Brisbin, of St. Louis was elected president. The other officers elected were Mr. George Wallace Cooper, vice-president, and Miss Louise Withers, secretary. The meeting was held at the Forest Park Hotel. John Spillman Jones, immediate past president of the General Alumni Association, presided.

Contribution of Mathematics to the Democratic Values in General Education

THE DEMOCRATIC VALUES in general education to which mathematics will contribute are: the settlement of conflicts by investigation and deliberation; justice before the law and the courts; the right to work usefully and creatively; the right to security with freedom from old age, worries about sickness, and unemployment—personal security; the right to fair pay and adequate working conditions; the right to adequate food, clothing, shelter, and medicine; the faith in education as a means of personal and social improvement; the right to rest and recreation; the right to own property, but the property must be controlled in the interest of the common good; the highest development of the individual is the aim of the social system; and the common good is to be preferred to that of special groups.

These democratic values must find expression in the environment of the mathematics in general education classroom. Their intellectual foundation must be made clear. The mathematical units which will permit the expression of these democratic values in the environment of the mathematics in general education classroom and whose intellectual foundation may be made clear are: the budgets of high school students; the conflict situations in the home, such as the lights going out while a student is studying; the building and the upkeep of a home; how the student spends his twenty-four hours of the day; the conception of work as it has contributed to the progress of the social and economic conditions; the purchasing activities of the home; insurance; safety measures; designing for the school and the community; wages and salaries as compared with economic sufficiency; the apportioning of family income; the value of more precise measurements; the location of points and objects; saving accounts and their relation to our welfare; health and social progress; the need for indirect calculation; and the art in photography.

By GERALDINE A. GALLOWAY
Mathematics Teacher
Ste. Genevieve

The Budget Offers Opportunity

The unit on the budgets of high school students will contribute to inclusion of the democratic values of the right to adequate food, clothing, shelter, and medicine; the faith in education as a means of social and personal improvement; and the right to security with freedom from old-age, worries about sickness, and unemployment within the student's social makeup. A preview of this unit on the budgets of high school students will reveal how it will help to reconstruct and extend the three democratic values to a larger and larger number of people. The students would prepare a report of the income and expenditures for which they were responsible for the week previous to the study of the unit. A budget would be made by each student for the next several weeks with due emphasis being placed upon the fact that the students are to live within the limits of their budget estimates.

They would continue the unit by ascertaining the per cent of their savings and the per cent of each of their expenditure accounts. They would compare the budgets of the various types of people, such as the budgets of laborers with the budgets of professional men. They would ascertain the per cent of savings and the per cent of expenditures of several of each type represented.

Algebraic principles would be involved in that each student would graph the expenditures as budgeted and as expended. A savings-income graph of representative selections from each type of person may be made. Life insurance as a means of saving may be included. An intensive study of the living costs will strengthen the student's feeling of the dependence of his personal security upon budgets. The unit may also include the study of the for-

mulation and the analysis of family budgets. The latter part of the unit would be given over to the transference of these three democratic values into the life of the student as an adult.

Other Unit Activities

The unit on the conflict situations in the home will form the fundamental criteria for the settlement of conflicts by investigation and deliberation and justice before the law and the courts. A student is studying or reading something that he is really interested in. The electric lights are on. They are necessary to the continuance of the studying or reading. Suddenly the lights go out. In order to continue his studying or reading, he must locate the difficulty before the lighting system can be restored.

To locate the difficulty, he must do some investigating which will require much deliberation. He must recognize, formulate, and define the assumptions underlying the possible sources of difficulty. He must analyze the assumptions for a possible solution to the source of difficulty. This analysis will be followed by an investigation as to the correctness of the assumed solution.

The indirect proof of geometry serves as a basis for the induction of these two democratic values into the life of the future adults. Sometimes the students will not be able to define the assumptions because of the lack of precise measurements or understandings. The indirect methods of measurement as found in geometry and trigonometry can be applied. The height of an unaccessible cliff may be ascertained by a minor calculation after one has measured a certain angle and side. When the tools of measurements fail, precise measurements may yet be obtained by geometry or trigonometry.

The units on the building and the upkeep of a home, designing for the school and the community, and the location of points and objects will contribute to the democratic values of the right to own property, but the property must be controlled in the interest of the common good and the faith in education as a means of personal and social improvement. The proper location of the new home can be ascertained by the use of geometric principles

and the individual's desire for personal and social improvement. The students must be taught that the welfare of one home must not interfere with the welfare of the home of his neighbors. Designing, by students, for the school and community is necessary in order to develop leaders with initiative for making plans when they become adults. The new home must be designed for the welfare of all who will be concerned. Much designing either in planes or solids can be drawn from geometry. The location of points and objects by means of geometric principles should train the students to be able to perceive the welfare from both the personal and the social side in any planning.

The units on purchasing activities of the home, insurance, saving accounts and their relation to our welfare, and the apportioning of family income will contribute to the democratic values of the right to security with freedom from old-age, worries about sickness, and unemployment; the right to adequate food, clothing, shelter, and medicine; and the faith in education as a means of personal and social improvement. These units will be treated in the same manner as the unit on the budget of high school students.

Around the Clock

The units on how the student spends his twenty-four hours of the day, the conception of work as it has contributed to the progress of social and economic conditions, and wages and salaries as compared with economic sufficiency will associate the students with the democratic values of the right to work usefully and creatively, the right to fair pay and adequate working conditions, and the highest development of the individual is the aim of the social system. The student may be asked to graph the ways in which he spends the twenty-four hours of the day as well as to graph the ways in which he should spend the twenty-four hours of the day. He may be asked to compare the two graphs. The student may compare the different industries, salaries, and wages of the past with those of the present. These wages and salaries of the two different periods may be compared with the social and the economic standards of the past as well as with those of the present. This may be

done by means of graphs. The calculation of wages and salaries will also be considered.

The units on safety measures, and health and social progress will find expression for the democratic values of the right to adequate food, clothing, shelter, and medicine; the right to rest and recreation; and the common good is to be preferred to that of special groups. The student may be acquainted with the distance necessary to stop an automobile at the various speeds. The influence of the other variables in regard to safety should be taught. Algebraic formulas may be formulated. The method for the solving of these equations must be taught so that the student may solve the most difficult of safety problems. The health and social progress unit may analyze and draw graphs of proper foods, clothing, shelter, medicine, disease preventives, rest, and recreation that foster good health, which is necessary to social progress.

The unit on the art of photography will associate the students with the democratic value of the highest development of the

individual is the aim of the social system. The mathematical equations of ratio and proportion will serve the basis for this unit. When one takes a picture of something, the proportion and the ratio of the object as shown in the picture with the real object will depend upon the distance of camera from the real object, and the way the camera is held; that is, the camera must see the real object in the proper perspective if the picture is to be a true picture of the real object. In adult life, the student must view the democratic situation in the right perspective if he is to be a true defender of its principles and common values.

Therefore, through the mathematics in general education experience of formulation and solution, data, approximation, function of several concepts, operational values, indirect proof, and symbolism the democratic values will be reconstructed so that they will definitely stand for things more valuable than the isms could ever sponsor and extended to a larger and larger number of people.

Elementary Principals To Hold Meeting

JEFFERSON CITY, APRIL 30-MAY 1, 1943

The Department of Elementary School Principals of the Missouri State Teachers Association will hold a meeting in Jefferson City Junior College Building, May 1, according to the president of the Association, Miss Clara Falke. There will be two sessions—one session beginning at 10:30 a. m. and the second, a luncheon meeting at 12:30 p. m.

The first session will be addressed by Roy Scantlin, State Superintendent of Public Schools.

Everett Keith, Executive Secretary of the Missouri State Teachers Association, will be the principal speaker at the luncheon session.

The officers of the Principal's Department for 1942-43 are: President, Clara Falke, Principal, Linwood Schools, Kansas City; Vice-President, C. H. Allen, Director, Greenwood Laboratory School, State Teachers College, Kirksville; and Secretary-Treasurer, Wayne T. Snyder,

Principal, Jefferson School, Kansas City.

The Executive Committee of the Department is composed of the following: A. M. Rennison, Principal, Neely School, St. Joseph; Miss Rose Compton, Principal, John Pitman School, Kirkwood; Arthur E. Martin, Principal, McCoy School, Kansas City; E. A. Hood, Principal, Mason School, St. Louis; and Harold Remley, Principal, East School, Jefferson City. Mr. James A. Sanders, former elementary principal at Leadwood, was a member of the Executive Committee until he resigned to accept a position in the schools in Flint, Michigan.

Under the editorship of Wayne T. Snyder, Secretary-Treasurer of the Principal's organization, the Department has recently issued a twenty-page bulletin which contains a number of very fine professional articles. The pronouncement also contains the membership list of the Association.

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SECRETARY'S PAGE

COMMITTEE MEETINGS

The Legislative Committee met at the Teachers Building in Columbia on Thursday evening, March 18.

The Reading Circle Committee met on Saturday, April 10, at the Governor Hotel in Jefferson City, to make plans for the coming school year. Reading Circle sales for the present year, totaling approximately \$125,000, will set an all time record.

The Executive Committee will meet on Saturday, April 17, at the Statler Hotel in St. Louis. Train and bus connections make it difficult to hold committee meetings in Columbia during wartime.

The Committee on Constitutional Revision held its first meeting at the Statler Hotel in St. Louis on March 29 and 30.

The Committee for the Defense of Democracy Through Education met in the Conference Room of the Teachers Building in Columbia on Saturday, March 20. Plans were made for an aggressive campaign on behalf of the new Federal Aid to Education Bill, S. 637. Its passage would mean \$8,042,234 a year to Missouri. Of this amount, \$5,001,000 could be used only for teachers' salaries, while \$3,041,234 could be used for all types of expenditures for public schools including teachers' salaries. The Committee also made plans for increasing Missouri's membership in the National Education Association.

g

LETTER

T/Sgt. George O. Schanzer, Hq. Sq., Army Air Forces, Bolling Field, D. C., writes: "Although a member of the armed forces, at present, I wish to retain my membership. Enclosed you will find a money order for \$2.00 for the current school year. I expect to get 'School and Community' as usual."

APRIL, 1943

SPLendid STATEMENT

The following impressive lines from a letter written by Don B. Matthews, Ensign U. S. N. R., to a State Senator on behalf of school support should impel adults on the home front to action:

"Statesmanship requires that we defend our democracy by an enlightened citizenry. The future will require that the masses possess technical knowledge undreamed of in the past. I know, because being a Naval pilot I have put to use much knowledge that I acquired in Missouri.

"Adequate training cannot be provided with an undertrained, underpaid teacher in an insecure position in an inadequately equipped school."

g

REPETITION

It needs to be said again and again: that among the members of the profession there is too much jealousy, too much rivalry, too much petty bickering—not enough sympathy, encouragement, and genuine friendship.

This is the biggest obstacle in the field of organized cooperation.

g

EDUCATION AND MANPOWER

The Research Division of the National Education Association has prepared six significant releases on problems in the field of education and manpower. They deal with: (1) "The Classification of Teachers by the Selective Service System"—excerpts from Selective Service Occupation Bulletin #23, which lists the school administrators and teachers who are eligible for draft deferment; (2) "Harvesting Crops—Safeguarding High School Students;" (3) "Vocational Training for Rural War Production Workers;" (4) "Freezing Teacher Employment—What is the Situation?"; (5) "Army Discharges for Men 38 Years and Over;" (6) "Victory Farm Volunteers."

History's Greatest War Loan Campaign

To Be Launched in U. S. on April 12

THE LARGEST CAMPAIGN of its kind ever attempted by any government will be launched on April 12 when the United States Treasury will ask the public to buy the unprecedented sum of \$13,000,000,000 in government securities to finance the war.

The campaign will be known as the Second War Loan Drive and an attempt will be made through a huge campaign organization to reach every American citizen who has funds available, either out of current income or savings, for investment in the best securities in the world—the obligations of the United States of America.

The national drive has been organized by the United States Treasury War Finance Committee, with the presidents of the twelve Federal Reserve Banks as the campaign chairmen in their respective districts. In Missouri 95 counties, all except the western tier of counties, will be in the Eighth Federal Reserve District, with headquarters in St. Louis. The other 19 counties will be included in the Kansas City Federal Reserve District.

For the purposes of the campaign, the national War Savings Staff, which has established such a notable record in the sale of war savings stamps and bonds, and the Victory Fund Committee, which had charge of the \$9,000,000,000 Victory Loan campaign last December that exceeded its goal by raising \$12,900,000,000, will be merged into one great campaign organization.

Robert E. Lee Hill, Director of the Missouri University Alumni Association, is campaign chairman for that part of Missouri which is in the Eighth District. A co-ordinating committee of four, including Hill is conducting the drive. The others are Dan M. Nee, state administrator for the War Savings Staff, Earl Shackleford, deputy administrator, and Baxter Bond, regional manager for the War Finance Committee in Missouri, outside of St. Louis and St. Louis County. A separate campaign organization will handle the drive in these latter localities.

"The Government is now spending \$7 billion every month as a result of the war effort," declared Secretary of the Treasury Morgenthau, in discussing the Second War Loan drive. "This Government spending involves disbursement of billions of dollars to contractors, war workers, farmers, soldiers and their families, business executives, merchants, and others. The money needed by the United States to win the war must and will be raised."

Of the \$13 billion which the national campaign organization will attempt to raise in the April drive, it is hoped that at least \$8 billion will be sold to the public, or to non-banking investors. The balance will be offered to the banks of the nation. The reason for this is to lessen the danger of inflation inherent in borrowing money from the banks to carry on the war. Hence, the main effort of the campaign organization will be to sell to individuals, partnerships and corporations.

Chairman Hill makes the following appeal to the teaching profession of Missouri to support the War Loan Drive:

"Purchase of War Bonds is investing, not giving. It is a loan. The Government will repay, with interest.

"To purchase U. S. Government Bonds up to the limit of one's capacity is a patriotic duty—a privilege and an opportunity.

"Every dollar invested in War Bonds enables the buyer to share directly in supplying the money needed to furnish our fighting forces, and those of our allies, with guns and planes, ships and tanks!"

In order to take care of the savings and investment needs of every individual the War Finance Committee, through its thousands of volunteer solicitors in every county in the state of Missouri, will offer a variety of war loan securities. Here is a brief description of what will be offered:

For individual and family savings, Series E War Bonds are ideal. They return the largest yield, 2.90% if held to maturity, and are the logical purchase for an indi-

FOUR OUTSTANDING BOOKS WHICH MEET THE PRESENT-DAY DEMAND FOR GREATER EMPHASIS ON AMERICAN HISTORY

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A Complete story of ALL the thirteen original colonies. An appealing book which pupils love to read.

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Through its exceptionally clear presentation and practical organization, this outstanding book makes this important period of history fascinating and easy to understand.

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Built for pupils with their peculiar needs constantly in mind. Well-balanced treatment. Includes the outstanding events of the Roosevelt administration. Abounds in unusual, practical features.

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An ingenious story of the rise and development of our American way of life, with which every citizen of America should be familiar.

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vidual up to an amount of \$3,750 cost price annually.

For larger investors, there are the United States Savings Bonds, Series F and G. The Series F, issued at a discount, are commonly known as "appreciation bonds." The interest return is approximately 2.53% per annum, if the bonds are held to maturity. The Series G, issued at par, are commonly known as "current income bonds." They bear interest at the rate of 2 1/2% per annum and interest is payable semi-annually by Treasury check.

For *investment* by persons who have already purchased the maximum amount of Savings Bonds permitted this year, and who desire current income on a bond salable in the market, there are the following:

2% Treasury Bonds of 1950-52 for a "secondary" cash reserve, and

2 1/2% Treasury Bonds of 1964-69, for a long term, marketable security.

One reason why the public is urged to invest in War Bonds is to help check the rising cost of living. In explaining this phase of it the U. S. Treasury has the fol-

lowing to say:

"Each bond bought by an individual with money saved as a result of curtailed spending plays its part in checking inflation. This is why:

"As a result of huge war expenditures, the income of the people of the country—the total of what they will receive in wages, salaries, farm income, dividends, etc., now is the highest in history. Even after payment of heavy income taxes, there will be more dollars to spend at a time when the amount of goods available is declining because of the demands of war production.

"If people should try to spend this excess purchasing power, the upward pressure on prices would be serious. Money would buy less, and that's what is meant by inflation. Inflation has been aptly referred to as "dangerous dollars in our pockets."

Every dollar saved by postponing personal spending *now* and invested in United States Government Bonds does double duty. It not only provides funds urgently needed for war, but checks the tendency toward rising prices.

Our Teacher Poets

RESULTS OF RATIONING

KNOW YOUR community,
Know your community,"
Was once educators' plea.
Now that we're rationing
(And, O, how we're rationing)
I know it, it seems to me.

I count all the people,
Each houseful of people,
I find if they're blood-kin or not.
I know all the ages
(I trust they're right ages)
From Grandmother down to the tot.

I know each one's tallness,
Their largeness or smallness,
And, O, what they'd give to not tell.
I ask for their secrets,
Their well-hidden secrets,
And often hear others' as well.

I know who have "A" cards
And those who want "B" cards.
I've heard tell of those with a "C."
I've agreed that the warlords,
Those horrible warlords,
Have caused this condition to be.

I know who drinks coffee,
And who prefers tea,
And who likes his sugar too much.
I hear boasts of new shoes
And sighs over old shoes
And rumors of "freezes" and such.

I'm told how much canned goods,
Both home-canned and tin goods,
I'd find in each family's store.
But I strongly suspect
If I were to inspect
The number would swell to much more.

"Know your community,
Know your community,"
I'm rather certain I do.
And now that we're rationing
(For the third time we're rationing)
The Community must know me, too.

—CORINNE HARPER
Kansas City

INSPIRATIONS OF SPRING

THE GLAD AWAKENING, spring is here
In all her wonder and her cheer!
She smiles to you from everywhere
And greets you with her music rare.

The song of bird delights and thrills
While softly murmur brooks and rills
The sweetly scented zephyr air
Lures you to gather flowers fair.

She teems—with ceaseless energy
Adorning cheerless barren sights
With nature's varied color lights.

Awake, ye people, seek new life
Amid a world that's torn by strife
The God that makes a dead earth new
Will quicken life again in you.

All cynics, thoughts of life, He'll still
Your hearts with charity, He'll fill.
And o'er your countenance will glow
A peace that'll vanish human woe.

—JESSIE C. FERGUSON
Kansas City

OUR DAY

WE'RE FIGHTING with "the millions . . .
who have freedom in their souls,"
We're all straight thinking peoples and we
plan to reach our goals.
We realize against us are both trickery and
force,
But we're fighting for the freedoms which
will surely change the course
Of all the peoples in the world to that of
common man.
In the growing round of history our day
is but a span.

And when this war is over, we'll have done
with all deceit;
There'll be no fear, there'll be no want—
we'll not have met defeat;
There'll be freedom of expression, and of
religion, too;
There'll be blessings of liberty; independ-
ence is due;
There'll be peace that's just and lasting
—full victory is our plan.
In the round of growing history our day
is but a span.

—SADIE MADGE HUNT
Elsberry

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FIRE

On the night of January 19 the recently completed high school at Buffalo was destroyed by fire. Below Miss Inez Bell, a teacher in the school, records her reaction to this disaster.

STANGE DEMON, its sulphurous blaze
Doth dim mine eyes with tears of grief,
As toward its licking flames I gaze
In desolation at the thief
Who goes unbidden through my door
To claim possession of my room.
The flames lash out with dreadful roar;
The entire world seems filled with gloom.
The night is dark, yet through the flame
A carved inscription I can see;
Two simple words: *High School* the name,
And now they mean so much to me.
Methinks, as now I meditate,
'Tis hard as watching friends expire
To stand here helplessly and wait
To see our halls consumed by fire.

—INEZ BELL
Buffalo

ROOM TWO—SWITZER SCHOOL

I LIKE OUR ROOM," the children say;
But this is not an ordinary room to me.
For as I come here day by day
I come into a gallery --
A gallery with lovely art
Where children see
The consequences of their mind and heart.

This, to me, is not a room at all—
But life itself, breathing—free.
Upon each wall
I see
The living heart that went
Into the brush, the chalk, the pen
And sent
These living strokes. I see then
How magically the artist's breath
Gave life and soul to paper, which before
Was lifeless, dead, but now which never
shall know death.
Each morning when I reach my door
I walk into a gallery
Of life and lovely art.
This is not a room to me
But a living soul and heart.

—IDA ROSE LUKE, Kansas City

SPRING

SPRING IS CREEPING o'er the hills,
Listen to the whippoorwill,
And, oh, there is the buttercup
Who has just peeped up
And put his golden head above the ground
Where music of the birds resounds;
Spring, oh, glorious spring;
With joy the air does seem to ring;
God's smile must beam far and wide
To see the beauties of the countryside.

—MILDRED LEMMEL
Altenburg

YESTERDAY, TODAY AND TOMORROW

Yesterday

YESTERDAY YOU WERE here with your visions;
Your lives were so carefully planned;
Your hopes were all bright for the future;
Your youth was so joyfully spanned.
You led the minds of your pupils;
Instilled in their minds thoughts of right;
Taught them that the true way of living
Was to live by the right and not might.

Today

Today you have left the small schoolroom;
You are needed by all those young boys;
But you've answered the call of your country,
And you've given up home with its joys.
Your spirit is still near to inspire us;
We hear in the silence the story
That you, in your wisdom have told us
Love God, fellowman, and "Old Glory."

Tomorrow

When peace has been made for all ages,
And you, who come back to your homeland,
Will find that you still are brave heroes,
And adored by that same student band.
And to you,—who will never return,
From that rendezvous, may your soul rest,
And your presence be felt in all ages,
And your name forever be blest.

—CLEO B. McGINNIS
Hurley

Lest We Forget

Superintendent C. W. Parker of Ava, Missouri, recently sent in a statement which we feel sounds a note of reminder that should touch teachers. The remarks printed below are those of E. L. Yeoman, a hardware merchant at Ava, and were made before a meeting of the Lions Club of that city in connection with one of their regular meetings held in honor of boys who are leaving for military service.—Editor.

"Jack is our special guest tonight. Jack does not need any formal introduction. He is just another kid who has grown up among you, and all of you know him. He is not an unusual type of boy. He is just an ordinary youth, who until today has never known a serious responsibility. Under ordinary circumstances there would be nothing special in having him as our guest. He would be glad to be with us, and we would be glad to have him.

"But next Tuesday Jack accepts the responsibility of citizenship in the fullest degree by beginning his training in the army of Uncle Sam. Thus Jack is repre-

sentative of the American Legion of youthful Jacks who went yesterday, who are going today, and who will go tomorrow to carry on the fight that America may survive.

"Jack does not go reluctantly. But he is in a somewhat bewildered state of mind. He does not realize fully just why nor for what we are fighting. But he and the other Jacks are going in the full determination to give the best they have that this war may be speedily brought to successful culmination.

"But as Jack goes, he wants an assurance on our part. He wants to know that we will see to it that we will permit no situation to develop under the guise of military necessity, nor any so called emergency to arise that will in any way impair the institutions of Free America. Jack wants to know that when he comes back he will find intact these institutions that have made our country properly called the cradle of Freedom and Liberty."

—ROW, PETERSON & COMPANY—

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for an effective, functional language program

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By Greene, McBroom, Moscrip, Gillett

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Eight Unitexts on Latin America — junior-senior high school

By Sydney S. Greenbie and John W. Studebaker

Representative: Wm. J. Peterman, 2932 Marshall, Maplewood, Mo.

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APRIL

A Public Relations Program That Counts

The Ash Grove public schools are doing a job in Public Relations that is unique and outstanding.

The schools, under the direction of superintendent J. N. Quarles, are keeping the boys in service from the Ash Grove community in constant touch with the old home town. These contacts are made in many ways, but perhaps one of the outstanding ways is that of sending the Ash Grove Oracle, the high school paper, to every former Ash Grove high school student now in the armed service of his country. The Ash Grove high school girls' club, Gamma Sigma Kappa, has undertaken this year to write every Ash Grove high school boy in the service.

The school is proud of its one hundred twenty-four former students now in the armed service and the school service flag, still incomplete because they cannot make the stars as fast as the boys leave, holds a conspicuous place in the high school study hall. Each star on the flag is embroidered with a boy's name.

The school service flag has five gold stars for boys who have given their lives for their country.

These and other activities of this school render an invaluable service to the boys in the service, the people on the home front, and the school during the present and for the future.

POETRY CONTEST

The National High School Poetry Association announces that the following Missouri schools are represented in the Fall Semester Section of the Annual Anthology of the Midwest High School Poetry: Big Spring, Blue Springs, Caulfield, Central (Hannibal), Clayton, Crane, Flat River, Golden City, Hancock (Lemay), Maplewood-Richmond Heights, and Wydown.

Particulars regarding the Spring closing date for the acceptance of manuscripts may be obtained from the Association headquarters, 3210 Selby Avenue, Los Angeles, California.

THE CULTURAL GROWTH SERIES

Reading — Literature — Speech

For Junior High School:

1. Excursions in Fact and Fancy
2. Your World in Prose and Verse
3. Expanding Literary Interests

Illustrations in Color by
Milo Winter

by Wellons, McTurnan, Smith, and Abney

The unique contributions made by this series to the teaching of reading and literature are these:

1. Growth in Literary Culture is assured through planned contact with selections chosen to form a pattern for growth.
2. A Program for Speech Improvement contributes planned practice leading to specific speech skills and increased abilities in the oral interpretation of literature.
3. Competence in Reading Skills is assured through pupil participation in a directed and purposeful exercise program.



4. A Practical Teacher's Monograph recommending procedures designed to assist teachers in the most effective methods of teaching reading and literature in junior and senior high school is available.

LAIDLAW BROTHERS

328 S. Jefferson St., Chicago, Ill.

For High School:

1. Expanding Literary Interests
2. Exploring Literary Trails
3. American Life in Literature
4. English Life in Literature

By Sharp, Tigert, Mann, Dudley and Abney



ITEMS OF INTEREST



A. A. Miller, superintendent of Holt public schools, has been re-elected to that office for another term.

G. Clifford Proffer, commercial teacher at Matthews consolidated school, is now Staff Sgt. in the U. S. Army Air Corps. He is stationed at MacDill Field, Florida.

G. George Barry, general science teacher and coach of the Hamilton high school, will enter the armed service on May 20.

E. Earl Crader, superintendent of Diehlstadt public schools, and **Zahn J. Wells**, principal at Diehlstadt, have been re-elected to their respective offices for next year. This is the eighteenth contract for Mr. Crader and the eighth contract for Mr. Wells.

C. P. Harris, coach at the State Teachers College, Cape Girardeau, left March 22, for Washington, D. C., where he will receive preliminary training with the American Red Cross and will then serve with an Army unit overseas.

Mr. Harris' basketball team recently won the national intercollegiate tournament in Kansas City.

F. L. Luttrell, superintendent of Annapolis consolidated schools, has been re-elected for his eighth consecutive year.

Annapolis plans a faculty retrenchment for 1943-44. This will permit a ten per cent increase in the salaries for teachers.

G. George Sidden, industrial arts instructor in the Hamilton high school, will enter the armed service on May 20.

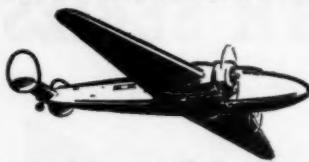
Lester King, coach and social science teacher at Matthews, is now in the U. S. Army, and is stationed at Camp Adair, Oregon.

R. E. Neale has been re-elected superintendent of the Hamilton public schools. The Hamilton high school is offering pre-induction courses in aeronautics, emergency physics and emergency mathematics.

John A. Harp, Jr., principal Louisiana high school since 1941, resigned March 1 to accept a teaching position at the pre-flight school at Rockhurst College in Kansas City.

Superintendent Noel of the Louisiana public schools states that this was his tenth resignation since September.

SUMMER COURSE IN AVIATION for High School Teachers and Administrators



proved by the Civil Aeronautics Administration, now offers a complete eight weeks summer session in aeronautical ground school subjects. **Summer Session—June 9th to August 1st.** Registration—June 6th and 7th.

Meteorology — Navigation — Theory of Flight — Aircraft Engines — Civil Air Regulations. Flight instruction is also available. MAIL COUPON for complete information.

SPARTAN

SCHOOL OF AERONAUTICS

DIVISION OF SPARTAN AIRCRAFT COMPANY



Spartan School of Aeronautics
Captain Maxwell W. Balfour, Director
Address Dept. SC43, Tulsa, Okla.

Courses have been especially designed to meet the needs of the high school C.A.A. pre-flight curriculum.



Preparation for tomorrow is today's best war effort. This special Spartan training can provide benefits far beyond the reasonable cost—8-week tuition only \$80.00. Spartan School is the outstanding civil aviation training school in America—a genuine "University of Aviation," 29 modern buildings; finest equipment.

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City _____

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State _____

D. W. McEowen, superintendent of the Harrisonville school system, was recently re-elected head of the schools for another term.

Mr. McEowen started his services in the Harrisonville system as principal in the fall of 1927.

G. B. Brite, superintendent of Seneca schools was voted for re-appointment as superintendent for another year by the members of the board of education of the Seneca district.

E. C. Franklin of St. Louis has been named as teacher of chemistry, biology, general science, and American problems in the Washington high school.

He succeeds Leo E. Mize, who recently resigned as principal to accept a position with the American Red Cross.

Boyd King, assistant coach at Hannibal high school since 1939, has been commissioned as an ensign in the U. S. Navy. He will be an instructor of physical education in the pre-flight school at Chapel Hill, North Carolina

George Jones, assistant professor of entomology at the University of Missouri, was recently commissioned a Captain in the United States Army. He will do work in the Medical Corps.

■ Jack N. Wiles, science teacher in the Bakersfield high school, has entered the armed service and is in officer's training school at Fort Sill, Oklahoma.

★ Virgil Moore, teacher in Hickory county, is now a Marine aviator stationed in the Pacific area. His cadet training was received at Corpus Christi, Texas, from which place he received his commission. He now holds the rank of 1st lieutenant.

Maurice Holstein, superintendent of the Miller public schools, was recently re-elected to that position by the Miller board of education.

■ Mary Virginia Beck, music and commercial teacher of the King City high school faculty, was recently accepted for officer's training in the WAVES.

Miss Beck was assigned to Smith College, Northampton, Massachusetts, for her four-months course of officer training. She does not expect to be called until early in June, and thus will be able to finish her term in the King City schools.

Harold Brown, superintendent of the Lee's Summit public schools, has been reappointed to that position by the board of education. This will be the ninth year for superintendent Brown in this system.

Minnesota Summer Session



This year, combine study and needed recreation in Minnesota—Land of Ten Thousand Lakes!

In addition to more than 700 courses, covering all fields of interest, especial emphasis is being placed on war-time educational needs. More than 400 educators, including many of national and international reputation—plus the splendid facilities of great libraries and laboratories—offer an outstanding opportunity for both graduate and undergraduate study.

First term registration Monday and Tuesday,

June 14, 15.

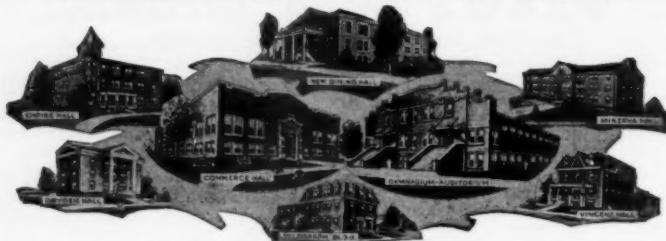
Second term registration Monday, July 26.

WRITE NOW
FOR COMPLETE BULLETIN
DIRECTOR OF SUMMER SESSION
1015 ADMINISTRATION BLDG.

UNIVERSITY OF MINNESOTA
Minneapolis, Minnesota

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Government and business is handicapped by a serious shortage of office personnel. Let us train you for these important vacancies NOW. Those of limited means need advance only one-third of board and tuition expense. Special, streamlined, summer courses. Send for free catalog today.

CHILlicothe BUSINESS COLLEGE, CHILlicothe, MISSOURI

R. W. Anderson, superintendent of the Neosho public schools was recently re-elected to head the school system for another term. Superintendent Anderson has been at Neosho for the past five years.

Harry G. Meng, coach and physical education instructor in the Hillsboro high school, was recently inducted into the armed service.

Superintendent E. M. Seabaugh writes that no attempt will be made to fill this vacancy for the remainder of the term.

Gilbert C. Goza, superintendent of Maryland Heights school, is now a Lt. (S.G.) in the Naval Air Corps. Lt. Goza is station in Rhode Island.

R. B. Lewis, physical education and science teacher in the Desloge high school, has been elected superintendent to succeed Mr. Goza.

W. E. Randol, former superintendent of schools at Woolridge, is now teaching mathematics and social science in the Barnett schools.

35 YEARS OF SERVICE

Nellie Maxwell, principal of the elementary school and first grade teacher in the Appleton City schools, is serving this system for the thirty-fifth year.

Glenn Featherston, formerly assistant state superintendent of schools and more recently on the research staff of the Governmental Research Institute in St. Louis, has now accepted a position as Senior Specialist with the U. S. Office of Education in Washington, D. C.

J. F. Coday has been elected to the superintendency at Branson. He succeeds Vernon James who took office March 1, as collector for Taney county.

Marie Arnett, principal of the grade school at Camden Point, resigned February 26, to join the SPARS.

Mrs. Paul Herndon has been employed to succeed Miss Arnett.

Helenclair Kelly Miller has been appointed junior high school mathematics instructor at Webb City to succeed Mrs. Elnora Skourup who resigned. Mrs. Miller taught in the Joplin Junior high school last year.

Bernard H. Voges, superintendent of Huntsville public schools, was recently re-elected to that position for another year.

Jesse Eastman, basketball coach in the Webb City high school, has been commissioned a chief petty officer in the Navy.

John W. Turner, superintendent of the Stellla public schools, has been re-elected to that position for another year with an increase in salary.

D. R. McDonald, superintendent of the Webb City public schools, was recently re-elected as head of the schools for the seventeenth consecutive term.

Robert W. Stone, commerce teacher at Bakersfield high school, is now in officer's training at Aberdeen Proving Grounds, Maryland.

Otto Hayward, formerly social science teacher in the Webb City high school, was recently commissioned a Lt. (J.G.) in the Navy. He teaches meteorology at the Olathe, Kansas, Naval Training Station.

W. J. Sarff, superintendent of the Esther public schools, has been commissioned an officer in the Naval Reserve.

D. H. Haldaman, superintendent of Bismarck schools, has been appointed to succeed Mr. Sarff.

A. O. Hardy, principal of the Elvins high school, has been named superintendent at Bismarck.

JUST PUBLISHED—

The New Our Surroundings

A COMPLETE COURSE IN GENERAL SCIENCE
by Fowler, Collister, and Thurston

This strictly modern and much enlarged edition was prepared especially to meet the present-day demand for a more thorough foundation course in General Science to better prepare for the other high-school Science courses which are being so strongly emphasized today.

This book adequately prepares students for the study of Biology, Chemistry, Physics, and Pre-Flight courses. It contains many NEW topics, VITAL topics which pupils must have to meet the new conditions. These topics include: Aviation, Explosives, Modern Lighting, Modern Highways, Nylon, Rayon, Plastics, the most recent improvements in Radio and Telephone, Dyes and Paints, the "sulfa" drugs and other Medical Compounds, and the latest in First Aid, Health, and Physical Welfare in relation to Science.

IROQUOIS PUBLISHING COMPANY, INC.

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Dallas

W. Carlton Fischer has been elected superintendent of St. Mary's public schools. Mr. Fischer was formerly coach and social science teacher in the Bell City consolidated schools.

Carolanne Payne, teacher of the Brock school, Scotland county, recently received a back injury in a bus accident and will be unable to complete her year's work. Mrs. A. G. Jordan has been elected to succeed Miss Payne.

Clarence McGuire of Hoover Brothers of Kansas City, Missouri, has been elected president of the National School Service Institute.

The National School Service Institute is an organization dedicated to work for the school children of America through its manufacturing and distributing members of the School Supplies and Equipment Industry.

Ruth Knight, social science teacher at the DeSoto high school, passed examination for the Women's Army Auxiliary Corps recently. She will leave in the very near future, probably for Des Moines, Iowa, to take basic training. Miss Knight had been in the DeSoto system for the past five years.

W. J. Hamilton, professor of history, Cape Girardeau State Teachers College, recently joined the faculty at the University of Missouri. He has been granted a leave of absence from the

State Teachers College in order to teach history to service men located on the University campus.

Richard Mileham, superintendent Clark county schools, left March 14 for Estherville, Iowa, where he reported for duty in the U. S. Army Air Corps.

During his absence Mrs. Mileham will serve as his representative in the superintendent's office. Until recently Mrs. Mileham had been teaching in the schools of Clark county.

NO WHIPPING

Rhode Island legislators are considering a bill which would prohibit a teacher to "whip, beat, slap with the hands or any instrument" a public school pupil.

PRESIDENT-ELECT

Worth McClure, Superintendent of Schools, Seattle, Washington, who was elected President of the American Association of School Administrators on the preferential ballot by mail in January, was installed in his new office March 15. Superintendent McClure has long been a leader in the American Association of School Administrators and is a past-president of the Department of Elementary School Principals. He was a member of the Commission on Education for New Social and Economic Relationships which produced the 1935 Yearbook of the Association.

Saint Louis University

1943 SUMMER SESSIONS

First, May 17 to June 19
Second, June 21 to July 30
Third, August 2 to September 4

Undergraduate programs in all sessions;
Graduate programs in the Second Session,
designed especially for teachers.

Feature Courses: Guidance, School Administration, Reading Clinic, General Science, Geography, Post-War Problems in the School, The New World Order.

Extensive Second Session offerings in Classics, Education, English, History and Government, Mathematics, Biology, Chemistry, Physics, Spanish.

Send for Bulletin

DIRECTOR OF SUMMER SESSIONS
SAINT LOUIS UNIVERSITY
221 N. Grand Blvd. St. Louis, Mo.

MAKE FIFTEEN HOURS THIS SUMMER

Southwest Baptist College

Offers Two Summer Terms

Regular Term May 17 - July 21
Short Term July 26 - August 26

Low Cost—\$85.00 room, board, tuition and fees for regular term; \$45.00 for short term. Deferred payments if desired. All Courses for Elementary Certificates and Renewal of Certificates will be offered. Pre-induction courses and program offered. Work fully approved by University and Department of Education.

Splendid Dormitory Facilities
and Delightful School Life.

Write for Bulletin

Pres. Courts Redford
Southwest Baptist College
Bolivar, Missouri

PATCH TEST FOR SENECA STUDENTS

Dr. D. A. Campbell, Newton county Health Officer, visited the Seneca public schools on April 9, and gave the tuberculin Patch Test to the high school students.

LUDLOW SALES AVERAGE \$14.68

The Ludlow public schools, with an enrollment of eighty students, have sold \$1,175.00, in stamps and bonds from September to March 1, according to Mrs. Nora Barron, superintendent of schools.

This is an average of \$14.68, per pupil enrolled.

ANNUAL DEDICATED TO STUDENTS KILLED IN SERVICE

The 1943 "King Jack," high school annual of the Webb City high school, will be dedicated to the eight former students of the school who have lost their lives in World War II.

PLATTE COUNTY TEACHERS MEET

The annual Platte county teachers' banquet was held March 4 according to word from Mrs. Kenneth Fern, English teacher in the Camden Point consolidated high school.

Roe Bartle, boy scout executive of the Kansas City area, addressed the teachers.

CONVERT AND ENLARGE DORMITORY

Empire Hall, the largest of the dormitories on the Chillicothe Business College campus and which has been for many years the main boys' dormitory, is to become the fourth dormitory for young women. The work will probably be completed for the school's summer opening, June 7.

EDUCATION DAY

Education Day has now become a regular annual affair for the School of Education of the University of Missouri. It is a day set aside for the students in order that they may acquire a larger understanding of the problems of their chosen profession.

The occasion this year, March 18, was highlighted by the speech of Dr. William H. Kilpatrick, Professor Emeritus, Teachers College, Columbia University. Speaking on the subject of "What Kind of Education Do We Need?" Dr. Kilpatrick pointed out that education can walk only if it has the two legs of science and philosophy. Numerous questions from the audience followed the presentation.

Other activities included group singing by the members of the student body, two sectional meetings devoted to a general discussion of the problems now being faced by both elementary and secondary school teachers, an afternoon tea sponsored by the honorary education societies of the school, and an informal dinner of the students, faculty and invited guests. All of the meetings were well attended.

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AMERICAN EDUCATION WEEK

The American Education Week theme for 1943 will be **Education For Victory**. The theme was selected by representatives of the NEA, the American Legion, the National Congress of Parents and Teachers, and the U. S. Office of Education, sponsors of the annual celebration, at a meeting held in the NEA offices, January 26.

STAGE OPERETTA

The Hurley high school staged its first operetta, "The Ghost of Lollipop Bay," March 4, under the direction of Miss Cleo B. McGinnis, head of the music department.

SALES AVERAGE \$11.50 PER PUPIL

The stamp and bond sales in the Martinsville public schools for a six month's period starting last October have averaged \$11.50 per pupil. The total amount sold, according to superintendent Edward Anderson, is \$2,042.

CONTINUE HOT LUNCH PROGRAM

The Camden Point school district is making its contribution to the nutrition program. The Parent-Teachers Association, with the help of the board of education, is continuing the hot lunch program. About 110 pupils are being fed daily. Ten cents per meal is charged, but no distinction is made in food or service because of any child's inability to pay for the lunch.

LINCOLN COUNTY CTA

MAKES CONTRIBUTIONS

The Lincoln County Community Teachers Association voted a number of contributions at its business meeting held in Troy on March 5. The Association voted to contribute from its funds: \$10 to the Red Cross War Fund; \$10 to the Junior Red Cross; \$5 to the National Foundation for Infantile Paralysis, and to buy a War Savings Bond.

OFFICERS ELECTED BY

TEXTBOOK ASSOCIATION

Everett Deardorf of Springfield was chosen president of the Missouri Textbook Men's Association in the business meeting held March 19, at the Tiger Hotel in Columbia.

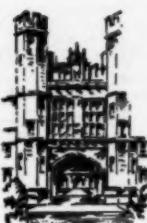
Members of the association elected Mrs. J. Z. Campbell of Clayton secretary-treasurer emeritus for life and gave her a gift for her service to the organization since its beginning.

Other officers elected were: first vice-president, Ben Beeson, Columbia; second vice-president, W. Carroll Gooch, Kirkwood; and secretary-treasurer, Harry K. Leedham, Webster Groves.

The Executive Committee of the organization is composed of George W. Somerville, Chillicothe; L. L. Lichliter, Kansas City; and S. M. Sprout, Webster Groves.

WASHINGTON UNIVERSITY

Summer School 1943



Three-week Session
MAY 31-JUNE 18
Fifteen-week Term
JUNE 14-SEPTEMBER 23
1st Six-week Session
JUNE 21-JULY 30

Second Session
AUGUST 2-SEPTEMBER 3
Post-Session (3 weeks)
SEPTEMBER 6-24

Undergraduate, graduate and professional work
under a carefully selected faculty, embracing:

Arts and Crafts	Law
Business	Music
Education	Sciences
Engineering	Social Sciences
Languages	Social Work

Special features: Acceleration according to individual needs; teachers' workshop; courses including physical education and military science and tactics in preparation for military service; conferences on Reading, Guidance, Inter-American Relations, and Post-War Planning.

Recreation: Municipal Opera; Little Symphony Open-Air Concerts; Big League Baseball; Forest Park, a public playground of 1400 acres adjoining the University; Mississippi River excursions, and sports on the campus.

**REGISTRATION FRIDAY AND SATURDAY
(9-12) PRECEDING EACH SESSION.**

For complete bulletin available in April, address
Director of Summer School
WASHINGTON UNIVERSITY, ST. LOUIS

THE UNIVERSITY OF KANSAS CITY

SUMMER SESSION 1943

June 7-July 17: First Six Weeks Term
July 19-Aug. 28: Second Six Weeks Term

Undergraduate and Graduate Courses

Accounting	History
Aeronautics	Latin
Arts and Crafts	Mathematics
Biology	Music
Chemistry	Physics
Economics	Political Science
Education	Psychology
English	Sociology
Geography	Spanish
Government	Speech
Health	Theater

Workshops in Arts and Crafts, Missouri History, Latin America, and the Social Sciences. Short courses on Education in the war and post-war periods. Demonstration School.

For Summer Bulletin, address Registrar
UNIVERSITY of KANSAS CITY
Kansas City, Missouri

PRE-INDUCTION COURSES

The Cardwell high school has begun pre-induction courses in mathematics and English according to L. G. Keith, superintendent of schools. Courses in pre-flight and radio were started earlier this year. Airplane modeling has been included as one of the club activities of the students.

The high school victory corps is sponsoring war services and is assisting in many community projects.

NEA WAR AND PEACE FUND

At its last meeting in Chicago the Executive Committee of the National Education Association decided to put on a campaign for a substantial sum of money with which to meet the present emergency in education.

Dr. George D. Strayer was named chairman of this emergency commission and will have charge of conducting the campaign in order to raise funds to promote further the work of the NEA.

COURT OF STATES EXHIBIT

A Court of States Exhibit was displayed by the rural schools of Scotland county during the week March 27 to April 3.

During this week a rural school parade was held in Memphis. The rural school band of Scotland county has one hundred instruments.

The week's educational activities were concluded with the pageant, "America" which was presented on April 3 in the Memphis high school auditorium.

WAR PRODUCTION

TRAINING PROGRAM

Fredericktown Rural War Production Training Program has completed or now has in operation, according to superintendent Frank Heagerty, sixteen classes including electricity, metal work, wood work, poultry production, beef production and farm machinery repair.

This work is being carried on under the local direction of Mr. Frank E. Gillett, vocational agriculture instructor. Training has been offered to approximately 225 people.

Colorado College June 14 to Summer School Aug. 20, 1943

COLORADO SPRINGS, COLO.

Accelerated Program—Ten Weeks Summer Session is part of accelerated program of College.

Specialized Courses—Many courses will be redirected to meet demands of war times. New courses added in several fields to meet more immediate needs of students.

Education—Courses in education, psychology and related fields will be adapted to meet war-time needs of teachers and administrators.

Fine Arts—College and Fine Arts Center provide unusual opportunities for study in fine arts. Visiting artists, teachers: Roy Harris, Johana Harris, John C. Wilcox in music; Henry Varnum Poor, art; Hanya Holm, dance; Ernst Lothar, drama. With others to be added to regular staff.

Rocky Mountain School of Languages—Teachers and stu-



dents of languages work under direction of distinguished faculty—largely native teachers with wide experience in classroom instruction.

Famed Region at Foot of Pikes Peak—Public transportation to foothills; famous cog road to Pikes Peak summit. Hiking and bridle trails to evergreen forests and sparkling streams.

Write C. B. Hershey, Director Summer Session.

National Association Teachers' Agencies	FOR GOOD POSITIONS Consult member agencies—recognized and recommended by leading educators. Write for list.	FOR GOOD TEACHERS Rochester, N. Y.
NATIONAL ASSOCIATION OF TEACHERS' AGENCIES 533 Genesee Valley Trust Bldg., Rochester, N. Y.		

Prompt Efficient Reliable	—TEACHERS NEEDED— WESTMORE TEACHERS' AGENCY Old National Bank Bldg., Spokane, Washington Free Registration	Member National Association of Teachers Agencies
30 Years Continuous Service		

TEACHERS WANTED: field, in our forty years' experience.		Vacancies coming in daily. If you want a better position, write us now. This is the most active year in the teacher placement	
1023 N. Grand Blvd.		SPECIALISTS' EDUCATIONAL BUREAU <i>Member of National Association of Teachers Agencies.</i>	
		St. Louis, Missouri	

 410 U.S. Nat. Bank Bldg. DENVER, COLO.	Est. 1906	TEACHERS, WE PLACE YOU <i>IN THE BETTER POSITIONS</i> Opportunity knocks now as never before FREE ENROLLMENT	
			Wm. Ruffer, Ph.D., Mgr.

HUFF TEACHERS AGENCY MISSOULA, MONT. Member N.A.T.A. 28 yrs. Placement Service		TEACHER SHORTAGE—ALASKA AND THE WEST  Schools are calling all available men and women for vacancies in all departments. Many positions still open. Certification modified in nearly all states. Registration Fee Deferred for Early Enrollment.	
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Hughes Teachers Agency Member N.A.T.A. 25 E. Jackson, Chicago		 The experienced teachers placed by us in 1942 received on the average an increase of more than \$315.00. DOES THAT APPEAL TO YOU?	
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DETROIT TEACHERS AGENCY Park Avenue Building Park at Adams		Detroit, Mich. ★	Michigan salaries are in the top brackets. Demand is strong. ENROLL TODAY. Joe Wilson, Mgr.
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100% ENROLLMENTS
 Two more counties have turned in 100% enrollments in the Missouri State Teachers Association. This brings the total number of counties in the 100% group to forty.

The two counties and county superintendents who have just achieved their role of a perfect enrollment record are: Stone county, Raymond Patterson, county superintendent, and Knox county, Mrs. Anna L. Swartz, county superintendent.

THIRTEEN JEEPS—

UNLUCKY FOR JAPS
 Platte City high school recently celebrated a "Buy A Jeep" program at which a stamp or bond was the price of admission. The goal was to buy at least one jeep, but the results were beyond this. The school sold \$12,000.00 in stamps and bonds—enough to buy thirteen jeeps.

Upon the request of Paul D. Rodgers, superintendent of schools, Fort Leavenworth sent a jeep which was displayed in the auditorium of the school. A program of patriotic music and novelty numbers was furnished by the school band.

SUMMER CONVENTION CANCELLED

The National Education Association will not hold its 81st annual convention at Indianapolis June 25-29, as planned, but officers and the Representative Assembly will gather to conduct the business of the organization. In announcing its decision not to hold the convention, the Executive Committee issued the following statement:

"The Executive Committee of the National Education Association, being fully conscious of our country's problem of transportation during this critical war period and being desirous of cooperating in every way with our Government, has cancelled the regular summer convention of the Association which is usually attended by many thousands of teachers."

"As it is necessary for the Association to organize for the greatest possible service in the war effort and to plan ways in which education can best contribute to the peace that follows, a meeting of the Representative Assembly will be held at Indianapolis the latter part of June. At this meeting, the regular business of the Association will also be transacted."

NATIONAL BOYS' AND GIRLS' WEEK

April 24 to May 1 has been designated as National Boys' and Girls' Week. During this week it is hoped that educators will help to focus public attention upon boys and girls, their potentialities and their problems to the end that increasing numbers of adults may be awakened to the joys and opportunities of youth service and inspired to participate.

"A Manual of Suggestions" containing detailed plans for carrying out Boys' and Girls' Week may be secured free of charge upon request addressed to: National Boys' and Girls' Week Committee, 35 East Wacker Drive, Chicago, Illinois.

HIGBEE SELLS \$6,892.75 IN STAMPS AND BONDS IN THIRTY MINUTES

On March 12, the Senior class of the Higbee high school sponsored a stamp and bond sale. The sale of stamps and bonds was preceded by a program appropriate for the occasion. In the thirty minutes allotted for selling stamps and bonds, \$6,892.75 worth were sold. The sales continued the next day bringing the total to \$8,325 for the two days.

The sale of stamps and bonds determined the selection of a Victory Queen by the school. After the votes were counted and the queen determined, a very impressive crowning ceremony with a queen's court and pages and a grand procession climaxed the occasion.

CAREER BROADCASTS CONTINUED

Speakers for the second semester in the KXOK series of radio programs sponsored by University College, "Our World of Work," designed especially to aid high school students and others in their selection of a life work, come more largely from industry and business than they have in the past, when speakers have been drawn almost entirely from the Washington University faculty. These broadcasts are heard Saturdays at 5:30 p. m.

The schedule follows:

April 17—James Worsham, public relations representative for the United States Civil Service Commission in the Ninth United States Civil Service Region, "Careers in Civil Service."

April 24—Miss Louise Knapp, director of the Washington University School of Nursing, "Careers in Nursing."

May 1—Byron Moser, president of the Mutual Bank and Trust Co., "Career in Banking."

May 8—Lawrence E. Stout, head of the Department of Chemical Engineering, Washington University, "Careers in Chemical Engineering."

MEMORY SELECTIONS FOR

GRADES 8 AND 9

The National Education Association announces that Selections for Memorizing for Grades 8 and 9 are now available as Personal Growth Leaflets for presentation to individual students. The Memory Series is now complete and available from Grade 1 through 9—the PGL numbers are 191-199—191 being Grade 1 and so on. Like the 141 other titles in the Personal Growth Series these leaflets are available at 1c each in quantities of 25 or more, cash with order. Address the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

SCHOOL BOARDS PLAN

PERMANENT ORGANIZATION

Convention Date—April 14

At a meeting of the Executive Committee of the State Association of School Board Members in Jefferson City, March 6, plans for a more permanent organization of Missouri School Boards were effected. Any school board, rural or high school, is eligible for membership in the State Association of School Boards on the payment of \$1.00 for rural schools and a fee of from \$5.00 to \$15.00 for high school districts depending on the assessed valuation.

It was also planned to hold the annual school board convention in the Junior College at Jefferson City, Wednesday, April 14, at 10:00 a. m. An appropriate program is being arranged.

Persons interested in joining the Association may make application and send their dues to Mrs. Ella Mae Flippen, acting secretary-treasurer, State Department of Education, Jefferson City, Missouri.

HAMILTON SCHOOLS

PURCHASE TWO JEEPS

The students of the Hamilton high and grade schools have exceeded the goal of \$1,800.00 set for them by the War Savings Staff of the Treasury Department for the last five months of school and accomplished it in January, February and the first week of March. The total war bonds and stamps bought by them during this time was \$1,924.70.

This money, subscribed by the students and employees of the school, will be used by the war department to purchase two army jeeps and the name of the school will be painted on these two vehicles as a recognition of the money contributed for them.

The students have already begun campaigning to purchase two more jeeps in the remaining two months of this school term.

CLINTON TEACHERS' AGENCY

Clinton, Iowa

C. E. Cozzens, Mgr.

TWENTY-FOURTH YEAR of continuous service by present owner and manager.
For a better position and higher salary enroll now. Free enrollment.

Member National Association of Teachers' Agencies.

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DEPARTMENT OF SUPERINTENDENCE NAME OFFICERS

The thirtieth annual meeting of the Department of Superintendence of the Missouri State Teachers Association elected new officers and heard the address of Roy Scantlin, state superintendent of schools, at the close of their two-day meeting in Columbia, March 20.

Replacing President L. O. Little, superintendent of North Kansas City schools, is W. A. Deneke, superintendent at Flat River. Other officers elected were T. L. Noel, superintendent at Louisiana, vice-president; M. C. Cunningham of Northwest State Teachers College, Maryville, secretary; and Everett Keith, executive secretary of the Missouri State Teachers Association, Columbia, treasurer.

Those newly named to the Executive Committee were: H. S. Thomas, superintendent at Maryville, retiring President L. O. Little, W. W. Carpenter, University of Missouri and one member to be appointed by State Superintendent Roy Scantlin.

The Policy and Plans Committee is composed of the Executive Committee and its elected members, A. G. Capps, University of Missouri; L. B. Hoy, superintendent of schools, Gideon; T. Dean Adams, superintendent of schools, Palmyra; and E. E. Camp, superintendent of schools, Monett.

The conference heard Dr. William Heard Kilpatrick, Columbia University, at the opening session on Friday, March 19. Friday afternoon was devoted to panel discussions involving current problems of the profession. The Friday evening session heard a discussion of the Legislative program of the M.S.T.A. with many members of the Legislative Committee participating in the panel discussions.

CAA EXAMINATION ON AERONAUTICS FOR H. S. STUDENTS

The Civil Aeronautics Administration in response to requests from high schools which have undertaken pre-flight aeronautical courses will make available private pilot ground school written examinations to qualified students in such schools who desire to take this test. The student who satisfactorily passes this examination will receive from the CAA a certificate for aeronautical knowledge.

The application forms for use by secondary schools interested in having students of pre-flight aeronautics take the examination in May, June, September, or January, may be obtained by school authorities upon request to Mr. Gor-

ATTENTION EDUCATORS

May we send you our free set of Bulletins? They may help you with your counseling program. Young men need your assistance in selecting a vocation. Know the facts about Ranken courses and opportunities. The school has helped thousands of young men get the right start in a technical career. With your cooperation others may be privileged to receive assistance through our endowments. **RANKEN IS NOT OPERATED FOR PROFIT.** Write today for set of Bulletin No. 10.

THE DAVID RANKEN, JR., SCHOOL OF MECHANICAL TRADES

4431 Finney Avenue

St. Louis, Missouri

don R. Renfrow, Director of Supervision, State Department of Education, Jefferson City, Missouri. A separate form or forms should be requested for each school desiring to give the examination.

Prepared application forms in duplicate should be received by the Civil Aeronautics Administration, General Inspection Committee, Washington, D. C., at least thirty days prior to the date on which the examination is to be given.

SCIENTISTS TO MEET AT MARYVILLE

Scientists of the area will gather at Northwest Missouri State Teachers College on May 7 to join in an international celebration of the Quadricentennial of the birth of Copernicus, Polish Astronomer.

Dr. Curvin H. Gingrich, of Carlton College, Northfield, Minnesota, and editor of **Popular Astronomy** will give the principal address of the day, and at noon President Uel W. Lamkin will be host at lunch to all visiting scientists. Other features of the program will be a round table in the afternoon and an exhibit of Copernicana.

Copernicus was the first of astronomers to hold that the earth rotated daily on its axis and that the planets revolved in orbits around the sun.

The Kosciusko Foundation with headquarters in New York City, planned the world wide observation. Dr. Ruth Lowery, professor of English, Dr. J. W. Hake, professor of physics and Mr. W. T. Garrett, professor of biology make up the local Copernicus Quadricentennial Committee.

VOLUNTARY CONSOLIDATION

During the present school year six rural schools outside Martinsburg district are transporting their pupils to Martinsburg school due to shortage of teachers and growing belief in advantages of larger school units. This, according to superintendent F. E. Meloy, is voluntary consolidation whereby rural schools profit by longer terms, better qualified teachers and lower expense. In general a definite sum is paid Martinsburg school each month by each school for tuition and transportation which adds to the receipts of Martinsburg school. The high

TEACHERS WANTED

ILLINOIS needs teachers for the coming school year. Illinois has high salaries, tenure law and pension system.

For positions in Illinois, write for full information to:

Illiana Teachers Service, Dept. M. 8
704 South Sixth Street, Champaign, Illinois

Name:

Address:

Member N. A. T. A.

school has made progress in curriculum and now offers full commercial and music courses as well as emergency courses in mathematics and science. Sixty-three per cent of the Juniors and Seniors chose emergency mathematics as an elective subject this semester and sixty-eight per cent of them chose advanced science last fall.

ADVICE

To prevent the criminal negotiation of forged Government allotment or allowance checks issued to the dependents of the men in our armed forces, and to save business firms from financial loss, the U. S. Secret Service suggests the following precautions:

(1) Do not accept checks from unidentified strangers. Be sure of being able to find the person who endorsed the check should it be returned unpaid.

(2) Do not accept checks unless they are endorsed in your presence.

(3) YOU MUST BE PARTICULAR—FORGERS ARE NOT. A Government check does not guarantee you against loss because it may bear a forged endorsement or be presented by an imposter.

(4) KNOW YOUR ENDORSERS!!!

SCIENCE TALENT SEARCH

SCHOLARSHIPS AWARDED

Gloria Indus Lauer, a pretty 17-year-old blonde from Ames, Iowa, and Ray Reinhart Schiff, 16, from New Rochelle, N. Y., received the top awards — four-year Westinghouse Science Grand Scholarships worth \$2,400 each — at the close of the nation-wide second annual Science Talent Search. Both are high school seniors.

They were chosen by a board of judges for the highest awards given to the 40 student delegates attending the five-day Science Talent Search Institute. Eight of the other young delegates received four-year Westinghouse Science Scholarships worth \$400 each, and 30 were awarded one-year Westinghouse Science Scholarships of \$100 each.

\$11,000 in Scholarships

Total of the scholarships awarded in the Science Talent Search sponsored by the Science Clubs of America and the Westinghouse Electric & Manufacturing Company is \$11,000. All of the scholarships permit the recipient to attend any college or university of his choice that meets requirements of the scholarship awarding committee. The awards do not prevent the young scientists from accepting other scholarships that may be offered to them as a result of their showing in the Science Talent Search.

Two Missouri boys—Milton Charles Lauen-

Personal Placement Bureau DECATUR, ILL.

Teachers—Enroll now. Big demand for good candidates. Our placement service is selective.

TERRITORY—Ill., Iowa, Ind., Mo., Wis., Mich.

stein, 16, Southwest High School of St. Louis, Missouri, and Hillman Dickinson, 16, William Chrisman High School, of Independence, Missouri, each received a one-year Westinghouse Science Scholarship worth \$100.

Opened Four Months Ago

The second annual Science Talent Search opened last November when 25,000 school principals and teachers were asked to assist in finding the 40 most talented seniors enrolled in public, private and parochial schools in the nation.

These teachers and principals responded by administering a special science aptitude test to 15,000 entrants. On the basis of this test, an essay on "Science's Next Great Step Ahead" and personal and scholarship records submitted by the teachers, 40 of the entrants were chosen to come to Washington for the five-day Science Talent Search Institute.

NEWS NOTES ON EDUCATION IN OTHER COUNTRIES AT WAR

Wartime Education in Britain

The war has made deep inroads upon the number of registrations in British universities, according to a publication entitled "The British Universities After Three Years of War," available from the British Information Services at 30 Rockefeller Plaza, New York City, which states that the number of men has declined from 39,000 to about 25,000 since the school term of 1938-1939. The number of women students has remained at about 11,000.

In Britain, the Ministry of Labour is responsible for supplying both men and women to the armed forces and to war industry, and for retaining in their pre-war occupations those who should remain in them. Upon reaching draft age, which is 17 years and eight months, youths are required to register at the local office of the Ministry of Labour. Within a few weeks after their eighteenth birthday they are called to the forces.

Drafting Students

The drafting of men from British Universities is carried out by Joint Recruiting Boards. Each Board consists of a representative of the Navy, Army and Air Forces and a Chairman nominated by the University's governing body. The Board decides who should be deferred and whether the proper proportion of students is being prepared in each field.

British students are working hard. In addition to cramming two or three years' work into one or two, they train weekly for Fireguard and Military duties. They also do much agricultural and some industrial work in week-ends.

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Sixth District—Rolla—Miss Eulalie Powell,
Rolla

Seventh District—St. Louis, Mrs. Elra
Bridges, Blewett High School

Eighth District—Kansas City—Miss Mary
Agnes Swinney—Paseo High School

COUNTY SUPERINTEND-

ENTS' CONFERENCE

and vacations. Sports continue on a reduced scale. Cultural activities proceed very actively except as prevented by the black-out.

University Faculties

The faculties of British Universities have been affected by the war no less than the students. The University authorities ear-mark certain teachers and members of the Administrative Staff as indispensable to the University work. Others are advised as to the most suitable governmental, industrial, armed forces, or other war work. All categories of instructors and administrators carry on a great many non-academic duties. Some act as industrial and military advisors, others give service on many other civilian committees. Unless especially exempt the men on university staffs like all other male civilians must serve in the Home Guard, if they are under 51. Both the men and women who do not serve in the Home Guard must give 48 hours a month to Fireguard or other compulsory civil defense.

Italian University To Close Is Report

Italian "schools of higher learning" must close by the end of April, it was reported recently by F.C.C. monitors of the Moscow radio in a broadcast to North Africa.

Moscow said that an Italian newspaper report, as relayed through Istanbul, indicated that all students of such schools were to be drafted either for army or farm duty at that time.

ENGLISH TEACHERS TO HOLD CONFERENCES

All English teachers are urged to attend one of the meetings of the Missouri Association of Teachers of English which are being held in the several districts of the state. The general theme of all the meetings will be a discussion of the role of the English teachers in wartime. Material from the National Council of Teachers of English will be on display, and teachers will have an opportunity to discuss questions of vital importance.

Not all of the dates are arranged at this time, but following is a list of liaison officers who will be able to supply all necessary information:

First District—Kirksville—Miss Bernice Beggs—April 17

Second District—Warrensburg—Miss Adah Peckenbaugh—April 17, Library Assembly Room—meeting begins at 10 o'clock

Third District—Cape Girardeau—Mr. Charles Bess, Flat River

Fourth District—Springfield—Miss Hazel Flett—April 8

Fifth District—Maryville—Mr. E. E. Seubert—April 17

Sixth District—Rolla—Miss Eulalie Powell, Rolla

Seventh District—St. Louis, Mrs. Elra Bridges, Blewett High School

Eighth District—Kansas City—Miss Mary Agnes Swinney—Paseo High School

COUNTY SUPERINTEND-

ENTS' CONFERENCE

Plans will be formulated in the near future

for the annual meeting of the county superintendents of Missouri.

Aubrey Powers, president of the County Superintendents' Association, will meet soon with members of the State Department of Education to plan the conference which will be held in May.

FREE LOAN PACKETS

A new series of 14 loan packets has been prepared for the use of teachers and adult study groups interested in the Latin American countries. The collection represents careful selection of the best materials available—pamphlets, bibliographies, units of study, conference reports, magazines, stories, plays, pictures, maps, songbooks, and other teaching aids. Except for the two packets described as "instructional," content materials predominate. Titles of the complete series follow:

Instructional Materials for Use in the Development of Units and Courses of Study	IX-ES-1
Instructional Materials for Use in the Development of Units and Courses of Study	IX-ES-2
Reading Materials Suitable for Classroom Use	IX-ES-3
Reading Materials Suitable for Classroom Use	IX-ES-4
The Study of Spanish: Beginning Classes	IX-G-1
The Study of Spanish: Intermediate Classes	IX-G-2
Plays, Pageants, and Programs	IX-G-3
Music of the Other Americas	IX-G-4
Art of the Other Americas	IX-G-5
Art and Sculpture of the Western Hemisphere	IX-G-6
The Development of Pan Americanism	IX-G-7
The Americas and the War	IX-G-8
Current Problems	IX-H-1
Current Problems	IX-H-2

The letters "ES" in the order number indicate elementary and secondary levels and "H" indicates higher education; "G" signifies general matter adaptable to different levels of instruction.

Not more than two packets may be ordered at a time and they may be kept for 2 weeks. There is no expense to the borrower. Franked labels requiring no postage are furnished for their return, if wrapped in packages weighing 4 pounds or less. To obtain the packets, write to the Information Exchange, U. S. Office of Education, Federal Security Agency, Washington, D. C. A catalog listing titles of approximately 65 other packets on a wide range of topics will be sent upon request.

Missouri State Model Airplane Contest

May 30, 1943, Slater, Mo.

Sponsored by Slater Public Schools and Aircraft Accessories Corporation
Write D. D. Burr for further information
Slater, Mo.

LAMAR ELEMENTARY SCHOOL BUYS JEEP

Pupils of the Lamar elementary school recently bought a jeep through war stamp purchases. As a direct reward for their efforts, officials of Camp Crowder sent a jeep to Lamar for inspection by the students. The students were especially thrilled when they had an opportunity to ride around the football field in a real jeep.



Happy fourth graders crowd in and around the jeep they helped to purchase. Posters, such as the one shown in the picture, were used to keep the children informed of stamp sales.

MONETT'S PLAN FOR SELLING STAMPS AND BONDS

During the first semester of the present school year 950 students in the Monett Schools have purchased \$16,139.30 in War Savings Stamps and Bonds. Pupils, administrators, and teachers all have cooperated to achieve this goal. Much of the success of these sales is due to the very definite plan worked out for the sales. Each Thursday is known as stamp and bond day; each Friday a column appears in the local daily paper giving a report of sales by schools.

The home room each Thursday morning is given over to the sale of stamps and bonds. In the grade school the teacher and her grade form the sales unit. The home room thus becomes the unit through which stamp sales are promoted and made. Individual records are kept of the number and amount of stamps purchased by each pupil. The principal furnishes each teacher a manila envelope five by eight inches long. This envelope is used by the teacher in making her weekly report. The same envelope is used to return the stamps and bonds to the teachers each Friday morning for distribution to the pupils in the home room. The principal buys all the stamps and bonds for his school.

On Friday each principal reports to the Superintendent a summary of the sales for the current week and year. The principals use a chart on which they report.

In the Superintendent's office the Principals' reports are combined into one for the newspaper and school record.

Each month a report is made to Dan M.

Nee, State Administrator, War Savings Staff, stating the sales for the month.

The following methods are used to stimulate the sale of stamps and bonds.

In the daily bulletin:

1. Student council endeavors to encourage their sale.

2. Communiques from the state administrator are reproduced and distributed for reading in the home rooms.

The student council has promoted the sale of stamps and bonds by:

1. Having a Victory King and Queen contest.

2. Printing and awarding a 100 per cent participation placard.

For the Victory King and Queen contest each home room nominated its own candidates. For each penny spent for stamps and bonds one vote could be cast. The contest closed with the crowning of the winning king and queen at a student council sponsored Victory party.

The school's temperature is taken each week and put on a thermometer according to the per capita sale in each school. These are made out each Friday and delivered to each school on the following Monday.

The school that has the highest per capita sale as shown by the thermometer is awarded the Bond and Stamp War Savings championship flag for the week.

The winner is allowed to keep the flag for as long as the group remains at the top.

Each home room works for a 100% sale as well as for volume. Each time a 100% record is made a small American flag sticker is posted on a placard especially prepared by the principals. Every fourth week a special sticker of a cannon, bomber or tank is awarded.

MESSAGE TO EDUCATORS

Three years ago President Roosevelt asked the National Resources Planning Board to review our "work, security, and welfare" systems and to suggest ways of improving and strengthening them.

On March 10, the President transmitted the result of the NRPB's studies to the Congress.

Of specific interest to educators are the following three proposals: (1) special programs for youth, including grants to permit youth to attend college; (2) public social services, including free lunches for school children; and (3) social insurance protection for teachers. Details follow:

Programs for Youth

The NRPB would revise the school curriculum so as to give all young people "meaningful, unpaid, work experience." Children could carry on the work experience in the service of the school or community during the period of school attendance.

With a questioning eye toward speed-up training programs as a means of fitting youth into jobs, NRPB recommends that apprenticeship should be more widely recognized as the

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channel of occupational adjustment of youth. Furthermore, NRPB recommends wide counseling and guidance programs for all young people and their parents. It names the United States Employment Service together with schools as appropriate agencies for this service.

Proposal attracting considerable attention is one recommending educational grants to all young people who can benefit from a college education. These grants should be distributed by the educational authorities; and "no part of the payment made to enable youth to continue school would be treated as part of the family resources."

Social Welfare

NRPB goes on to say that public services essential to health and welfare of the population should be available throughout the country, especially in areas which suffer from disadvantages of income and taxable wealth. The Board urges expansion of state and local child welfare services. These, say the Board, "should be available everywhere."

One proposal (already placed under some attack in Congress) suggests that free school lunches should be provided to all children.

Old Age Insurance for Teachers

The NRPB recommends extension of coverage of the Federal old-age and survivors insurance program to all groups now not covered. These include "employees of state and municipal organizations and of non-profit educational organizations"—that is, teachers and school administrators both public and private.

Note: Under this system teachers would pay 1 per cent of their salary as a social security contribution. The Social Security Board would keep a record of these taxes together with their employment record. Under the present law, 10 years of continuous contribution would insure the teacher for life. In other words, the teacher could retire at the age of 65 and be entitled to monthly checks until death. The amount of these checks would depend upon the salary earned while the teacher was on the job.

The NRPB's recommendations are exactly the same as those of the Social Security Board. Arthur J. Altmeyer, chairman of the Board, points out that teachers have nothing to fear from these proposals. Existing teachers' retirement plans and insurance rights already built up by teachers would not be disturbed. Instead, the social security insurance scheme will be "superimposed" on the existing state or municipal programs.

Just as state retirement plans do not prevent teachers from buying private life insurance, neither will the Federal old-age and survivors insurance plan prevent the teacher from enjoying any annuities or pensions coming from state and municipal retirement programs.

The Social Security Board points out two advantages to its program: First, monthly benefits are provided for the survivors of the insured person; second, the Federal system maintains the insurance status of a person no matter what employment he may take.

WARTIME MUSIC PROGRAM AT INTERLOCHEN

Plans developed at the National Music Camp at Interlochen, Michigan, last summer have been adopted by the State of Michigan in its Defense Council program calling for the mobilization of the musical forces of the state for the stimulation of patriotism and civilian morale.



The 1943 season of the Camp will be in effect an eight week laboratory of wartime music embracing numerous projects that can be made to vitalize community wartime activities, according to a statement made by Dr. Joseph E. Maddy of the University of Michigan and director of the Camp.

The faculty will include Percy Grainger, Ferde Grofe, Guy Fraser Harrison, George Frederick McKay, Gustave Langenus, George Rasely and a score of other nationally known artists.

PUBLICATIONS

Schools for Tomorrow

Every teacher should read U. S. Office of Education leaflet Number 64 entitled "Planning Schools for Tomorrow."

The issues involved in this post-war emergency are discussed by John Guy Fowlkes. The document gives assent to the goals which will establish "the right to education—for work, for citizenship, and for personal growth and happiness."

The leaflet may be obtained from the Superintendent of Documents, Washington, D. C., price 10 cents.

Wartime Secondary Curriculum Adjustments

"Adjusting Secondary Education to Wartime Needs" is the title of a recent publication of the Kansas City public schools.

This bulletin is a suggestive "blueprint of the new educational pattern believed necessary to the successful prosecution of the war" writes Herold C. Hunt, superintendent of schools, in the foreword of the publication.

An examination of the contents reveals materials dealing with adjustments in high school organization and administration to meet emergency demands, outlines of new courses offered, revisions of current subject offerings and a summary of adjustments already made in English.

The members of the various committees and

others who worked to produce this bulletin are to be congratulated upon the results of their efforts.

Schools and Manpower

The twenty-first yearbook of the American Association of School Administrators entitled "Schools and Manpower—Today and Tomorrow" was published in February 1943. The work of the yearbook commission which began in June 1941, was started during a peace economy. This, however, was changed by Pearl Harbor and the yearbook in its latter months of preparation reflects the wartime thinking of the members of the commission.

Serving on the nine-member commission responsible for the volume was Herold C. Hunt, superintendent of schools, Kansas City, Missouri. Superintendent Hunt contributed much to the preparation of this excellent volume.

Copies of this publication may be obtained for \$2.00 from the American Association of School Administrators, 1201 Sixteenth Street, N. W., Washington, D. C.

"Sound Educational Credit for Military Experience"

As in 1918-19, schools and colleges are today or will soon be faced with the question of the granting of credit to men and women returning from military service. Realizing that these problems should be met now, the American Council on Education has been working with the United States Armed Forces Institute in the development of plans to provide a sound professional basis for appraising educational values acquired by those in service.

The proposals are described in the pamphlet, "Sound Educational Credit for Military Experience" and have been endorsed by the regional accrediting associations.

Free copies may be procured upon request to the American Council on Education, Washington, D. C.

"Handbook on Education and the War"

In an effort to answer questions about education and the war, the U. S. Office of Education Wartime Commission was organized immediately after Pearl Harbor. As the magnitude of the war job before the army of education became clearer, the U. S. Office of Education Wartime Commission moved to help mobilize education to the fullest extent. A National Institute on Education and the War was called to meet in Washington during the last four days of August 1942.

This Institute, held on the campus of American University, was attended by over seven hundred outstanding American educators representing all States. The results of the proceedings are set forth in this volume as a "Handbook on Education and the War." Because it represents the best wartime thinking of so many alert minds, it should prove a useful guide to every educator in intensifying efforts to win the war.

MEN WHO DO NOT MARCH

More than 750,000 men who now face induction disqualify for military service solely for educational reasons. A year ago it was announced from the White House that nearly a quarter of a million men had already been turned down because of functional illiteracy. The million men who will not march are our greatest handicap to victory. Rear Admiral Emory S. Land of the Maritime Commission told the House Naval Affairs Committee on March 4 that absenteeism in the war industries was costing 100 ships a year. Widespread unnecessary absence from work deeply concerns government officials. The permanent absence from the armed forces of a million fighting men should be a matter of much deeper concern.

According to a directive some six months old, the army is accepting 10% of these illiterates and trying to educate them in the army posts. The cost of teaching these men to read and write varies from camp to camp, but it is estimated as high as \$125 per month per man,—a sharp contrast to the cost of teaching children in the public schools at a cost of \$76 per year per child. The national policy of neglect of education is wasteful of money, wasteful of men, wasteful of the resources which must be handled by untrained workers, and a serious threat to victory in this war.

IMPORTANT EVENTS

APRIL

22 Classical Association of the Middle West and South Annual Convention, Chicago, April 22-24, 1943.
30 Department of Elementary School Principals Meeting, Jefferson City, Missouri, April 30-May 1, 1943.

JUNE

28 National Educational Association Representative Assembly, Indianapolis, Indiana, June 28-29, 1943.

OCTOBER

7 Northeast Missouri District Teachers Association Meeting, Kirksville, October 7-8, 1943.
7 Northwest Missouri District Teachers Association Meeting, Maryville, October 7-8, 1943.
8 Central Missouri District Teachers Association Meeting, Warrensburg, October 8, 1943.
13 Southwest Missouri District Teachers Association Meeting, Joplin, October 13-15, 1943.
14 South Central Missouri District Teachers Association Meeting, Rolla, October 14-15, 1943.
14 Southeast Missouri District Teachers Association Meeting, Cape Girardeau, October 14-15, 1943.

NOVEMBER

3 Missouri State Teachers Association Annual Convention, St. Louis, November 3-6, 1943.

SCHOOL AND COMMUNITY

New Books

The Development of America, by Fremont P. Wirth. Pages 778 plus x. Published by American Book Company.

Dynamic Democracy, edited by Harrison M. Sayre. Pages 65. Published by American Education Press, Inc.

Curriculum Problems in Health and Physical Education, by Vaughn S. Blanchard, Pages 128. Published by A. S. Barnes & Co. Price \$1.50.

How to Make Historic American Costumes, by Mary Evans. Illustrated by Elizabeth Brooks. Pages 177. Published by A. S. Barnes & Co. Price \$3.00.

The Thirteen American Colonies, by Gertrude Van Duyn Southworth and John Van Duyn Southworth. Pages 486 plus x. Published by Iroquois Publishing Company, Inc. List Price \$1.44.

Le Francais Moderne, by Albert L. Cru and Aurea Guinnard. 530 pages. Published by Macmillan Company.

Our World and How We Use It, by Edna Fry Campbell, Paul B. Sears, I. James Quillen, and Paul R. Hanna. 288 pages. Published by Scott, Foresman and Company. Price \$1.40.

Let's Write Good Letters, by Sherman Perry. 176 pages. Published by American Rolling Mill Company. Price \$1.00.

Shop Mathematics at Work, by Paul L. Welton and William W. Rogers. 208 pages. Published by Silver Burdett Company. Price \$1.56.

Blueprint Reading At Work, by Paul L. Welton and William W. Rogers. 144 pages. Published by Silver Burdett Company. Price \$1.28.

America's Old World Background, by Gertrude Van Duyn Southworth and John Van Duyn Southworth. Pages 543 plus x. Published by Iroquois Publishing Company, Inc. List Price \$1.48.

The Way of Life Series: Here Comes Tomorrow, by Victor Schoffelmayer; **Rolling Stones**, by Ralph Bennett; **Saddlebag Folk**, by James Watt Raine; and **Talking Shadows**, by Ralph Jester. Pages 64 each. Published by Row, Peterson and Company.

Living Arithmetic for Grades Three to Eight inclusive, by Guy T. Buswell, William A. Brownell and Lenore John. Pages 312 each. Published by Ginn and Company. Grades Three and Four, price \$0.84 each and Grades Five to Eight inclusive, price \$0.88 each.

Our Democracy and Its Problems, by L. J. O'Rourke. Pages 698 plus x. Published by D. C. Heath and Company. List price \$1.88.

Graphic World History, by Jessie Campbell Evans and Suzanne Harris Sankowsky. Pages 525 plus x. Published by D. C. Heath and Company. List Price \$2.00.

Handbook of English Usage, by Henry Seidel Canby and John Baker Opdycke. Pages 224 plus x. Published by The Macmillan Company.

English for Life Series—Explaining English for Life, Summarizing English for Life, Improving English for Life and Understanding English for Life, by Martha Gray. Pages 95 each. Published by J. B. Lippincott Company. List Price \$0.60 each.

My Spelling, for Grades Two, Three, Four, Five, Six, Seven and Eight, by Gerald A. Yoakam and Seward E. Daw. Pages ranging from 96 to 128. Published by Ginn and Company. List Price \$0.52 each.

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EDITORIAL PAGE

SUMMER SERVICE

THE END OF THE REGULAR school year is near at hand. Most rural teachers will bid their students and schoolrooms goodbye during April—teachers in high school districts close the door in May or early June. In the past the closing school term has meant the beginning of vacation, summer school, or sometimes summer employment. Teachers this year will voluntarily strike out of their summer plans extended vacations. Teachers will seek summer employment or attend summer schools. They recognize the scarcity of manpower and will welcome the opportunity to continue to be of service to their country even though they will have occupational adjustments to make.

A labor force of 25,000 teachers in Missouri becomes available as schools close. Here is a much needed and potent reservoir of labor unleashed at a time when it is most effective. If we think in terms of teachers in all forty-eight states, the number approaches the one million mark. Here is a trained and skilled working force equal in number to twenty-two army divisions.

We concur in the plan presented by the Executive Secretary of the Virginia Education Association to Manpower Commissioner Paul V. McNutt that: those teachers not in school or planning to attend summer school be inducted "into government service at the close of the present school term, put them on the Federal pay roll for the summer to work wherever their services are needed, and furlough them to take up teaching again in the fall."

Among the many advantages of this induction plan, let us mention these two: This will help to keep what we have of our already too depleted teaching force in the profession and thus not endanger further the education of the children now in schools; the plan also makes it possible for teachers in a small way to earn money to compensate for the twenty-two per cent rise in living costs experienced since war began.

If some such plan is not adopted many of our best teachers, who still remain in the profession, will, for economic reasons, enter industry this summer and will not be back to unlock the schoolroom door to let the children in next fall.

UNIVERSITY OF MISSOURI

1943 SUMMER SESSION

JUNE 14 — SEPTEMBER 3

CALENDAR

June	14—Monday, registration for twelve-week term and for first six-week term
June	15—Tuesday, class work begins
July	23—Friday, first six-week term closes
July	24—Saturday, registration for second six-week term
July	26—Monday, class work begins for second six-week term
September	3—Friday, summer session closes

The demands of the war and of the anticipated post-war period emphasize as never before in American life the necessity for education and specialized training. The University of Missouri extends its complete resources and facilities for the 1943 Summer Session. The accelerated program of the University offers exceptional opportunities which are worthy of careful consideration.

All divisions of the University will be in session, and programs of graduate and undergraduate study will be available for students. In addition to the regular curricula, training opportunities will be organized in specialized fields. Students may elect courses in the summer session which will be essential in training for specialized fields of service now urgently needed in relation to the war effort. Among these fields of specialized service may be found: civil service classifications, administrative and technical; accounting; laboratory technicians; engineering aides; office and secretarial positions; nursing; etc.

TRAINING FOR TEACHERS

The School of Education teacher training program has been planned to carry forward the regular teacher training curricula and, in addition, to render teacher training service and assistance as may be necessary to meet the particular needs presented as a result of war conditions. The special features of this emergency program are:

1. Regular students may enroll in the School of Education with thirty hours of credit instead of the usual sixty. This will make possible a program of genuine acceleration.
2. Students may enroll in the School of Education as freshmen and complete the requirements of a two-year program which will lead to the sixty-hour teaching certificate issued by the State Department of Education. This program is planned particularly for rural and elementary school teachers.
3. Teachers who desire to prepare for high school teaching service in certain critical areas, such as industrial education, music education, commercial education, and physical education, may enroll in the School of Education as freshmen and begin such preparation immediately.
4. Retraining or supplementary programs on both the graduate and undergraduate level will be available for both teachers and administrators.

Inquiries about the summer session in any division or department of the University are invited. For information about the 1943 Summer Session address

DEAN THEO. W. H. IRION
Director of the Summer Session
212 Education, Desk 1

UNIVERSITY OF MISSOURI
C o l u m b i a , M i s s o u r i

M. S. T. A.

Group Insurance

Members of the Missouri State Teachers Association under 60 years of age and in good health are entitled to make application for M. S. T. A. group insurance. The rates quoted below are for \$1000 of insurance.

If 16 years of age the cost will be \$4.97.
If 17 years of age the cost will be \$5.07.
If 18 years of age the cost will be \$5.15.
If 19 years of age the cost will be \$5.26.
If 20 years of age the cost will be \$5.37.
If 21 years of age the cost will be \$5.47.
If 22 years of age the cost will be \$5.58.
If 23 years of age the cost will be \$5.64.
If 24 years of age the cost will be \$5.71.
If 25 years of age the cost will be \$5.77.
If 26 years of age the cost will be \$5.81.
If 27 years of age the cost will be \$5.85.
If 28 years of age the cost will be \$5.88.
If 29 years of age the cost will be \$5.90.
If 30 years of age the cost will be \$5.93.
If 31 years of age the cost will be \$5.95.
If 32 years of age the cost will be \$5.98.
If 33 years of age the cost will be \$6.06.
If 34 years of age the cost will be \$6.15.
If 35 years of age the cost will be \$6.26.
If 36 years of age the cost will be \$6.42.
If 37 years of age the cost will be \$6.61.
If 38 years of age the cost will be \$6.82.
If 39 years of age the cost will be \$7.06.
If 40 years of age the cost will be \$7.35.
If 41 years of age the cost will be \$7.68.
If 42 years of age the cost will be \$8.08.
If 43 years of age the cost will be \$8.49.
If 44 years of age the cost will be \$8.99.
If 45 years of age the cost will be \$9.52.

Teachers under 60 years of age and above 45 may also apply for insurance at attractive rates.

The above rates do not include the annual service fee of \$1.00 per policy (not \$1.00 per thousand but \$1.00 for each policy):

Medical examinations are not usually required of persons under 45 years of age who apply for not more than \$3000 of insurance.

Every teacher in the State should have a M. S. T. A. group insurance policy.

Please write EVERETT KEITH, Secretary, Columbia, Missouri, for a free application blank and full information.